

ILEA bans cash help for out-county students

by Sue Reid

The Inner London Education Authority has banned its polytechnics and colleges from offering financial aid to students from outside the county boundaries.

Under the authority's controversial ruling, which is expected to affect more than 1,500 self-supporting "out-county" students, college directors and principals have been told that neither hardship allowances nor savings can be used to remit the fees of those in need from outside London.

A confidential letter from the ILEA to one of the authority's five polytechnics last month confirmed that the further and higher education subcommittee had considered the issue but "did not feel able to agree that savings from current maintenance grants or polytechnic reserves should be used to pay fees for continuing out-county students."

The authority has claimed that the automatic remission of all but a 25 per cent increase in fees for all self-financing "out-county" students on full-time advanced courses would result in a loss of income of £15,000. First news of its stance was revealed in a letter to polytechnics this summer which gave details of students eligible to apply for help from the ILEA's £200,000 hardship fund set up after the Government's increase in tuition fees.

The letter said that the subcommittee was aware of concern

Fircroft to get new principal

by Maggie Richards

The former principal of Fircroft College, Birmingham, closed down two years ago after student unrest, has announced that he does not intend to seek reappointment.

A Government committee of inquiry which investigated the Fircroft affair in November 1975, later recommended the dismissal of the principal, Mr Tony Corfield, and four members of the college staff. The Fircroft trustees decided to issue redundancy notices to the four tutors but rejected the continued employment of Mr Corfield as a condition.

A target date of September, 1978 has now been set for the reopening of the college, and at the first meeting of the new governing body last week the formation of a new company, Fircroft Ltd, was announced.

Agreement on the reopening of the college follows protracted negotiations between the Fircroft trustees, the Trades Union Congress, and the Department of Education and Science which provides more than 80 per cent of the funding.

Mr Christopher Cadbury, chairman of the Fircroft trustees, halted the step by a general election through-put. Announcing that Mr Corfield would not be reappointing for the post of principal, Mr Cadbury said: "He has advised us that he does not want to be reappointed."

Mr Corfield had not made any statement on whether he hoped to remain at Fircroft. Mr Cadbury added: "Mr Corfield was not available for comment."

In a statement to the governing body, Mr Cadbury said: "The trustees of Fircroft are pleased to announce that the relationship with the Trade Union Congress will be the same as that which has existed since the traditional record of liberal studies. Fircroft offers an exciting experiment in education which can fulfil a real need in the Britain of today and tomorrow."

More attend polytechnics

There was a significant rise in the number of students attending polytechnics last year, according to the Department of Education and Science. Provisional figures announced this week reveal that numbers rose from 178,000 to 191,000 between 1975 and 1976.

Although part of the increase was due to mergers between colleges of education and polytechnics, there was also a 5 per cent rise in enrolments on courses other than teacher training.

The number of men and women attending part-time adult further education evening classes fell steeply. A drop of 84,000 was recorded.

There was also a 2 per cent fall in the number of students attending part-time day release courses, and a 15 per cent fall in those attending other part-time day courses.

Altogether the number of student enrolments in all colleges dropped by 108,000 and the number of enrolments in adult education and youth centres fell by 184,000.

Nearly two million students were enrolled in polytechnics and colleges for courses including teacher training and 1,750,000 at adult education and youth centres.

Fewer discretionary DES grants

The Government is to hold talks with the local authority associations to discuss the preliminary results of a DES survey showing a fall over the past two years in the number of discretionary DES grants to further education students.

The survey shows that the number of full value awards, covering students' fees and maintenance, has fallen from 37,000 in 1975-76 to 30,000 in 1976-77. Because many of the grants last year longer than the year, however, the total number of students holding awards has remained constant at about 49,000 for each of the three years concerned.



The most celebrated and eccentric of English biographers, John Aubrey, is commemorated at an exhibition at Kingston Polytechnic during the New Year. It draws on material from the Bodleian Library, Oxford, and the National Portrait Gallery.

Universities need £50m more to cope with extra students

by Judith Judd

Universities will need about another £50m to cope with the additional students the Government has asked them to take, Professor Stanley Dennison, vice-chancellor of Hull University, has said.

In a speech in the university court last week, Professor Dennison said the money was needed because of the Government's decision to increase the number of students in universities from 289,000 to 310,000 by 1980-81.

"The University Grants Committee was negotiating with the Department of Education and Science and the outcome might be known in time to make last year's provisions for next year."

It would not be enough simply to give £50m in 1980 or whatever sum might be thought fit to provide for the additional 20,000. More money was needed next year to build up the final target.

"It has also been emphasized that some restoration of the cuts in the income per student of the past three years is equally essential. Universities should not be deterred by the dramatic fall in the size of the number of 18 year olds expected in the mid-1980s.

Any fall in admissions as a result would not have its effect until the late 1980s so that institutions should be able to take some action if necessary at an earlier date.

In addition, the size of the age-group was only one element. There were others which suggested that the increase in student numbers expected in the early 1980s might not be a short-term peak but a movement on to a plateau.

Why should universities aim to increase the number of students? Some had referred to a "mindless expansion" and others suggested that the purpose was to get the best use of the resources.

"One of the reasons for our existence is to provide a university education for those wishing and able to profit from it and we are proud with public money in order to do this.

"So in present circumstances, if we do not increase our numbers of students, we shall be depriving some young people of the opportunities which they ought to have and which we are in a position to provide."

'Incentive: watchword for the 1980s' Sloman says

Universities should not contemplate any decrease in numbers in the 1980s, said 1980s, but should look to the need to extend educational opportunity, Dr Albert Sloman, vice-chancellor of Essex University, said this week.

Even the 1981-2 figure of 560,000 students in higher education, totally out of line with France, Germany and Italy, he told the university court.

With populations very close to our own and with very similar numbers in primary and secondary schools, they have higher education numbers very nearly double ours and, within these, total university numbers up to three times as high and our own numbers include a few high percentages of foreign students," he said.

"Unless, we concede that our reservoir of talent is less than that of that of France, or Italy or Germany, we urgently need an imaginative programme which will ensure that over the next 15 years this reservoir is fully exploited."

In the 1960s, the watchword for higher education had been educational opportunity. In the 1980s it should be educational incentive.

For too many of the ablest students, he said, to acquire the qualifications for higher education, and far too many were unwilling to continue their studies.

To counter this there should be a progressive reduction in the size of the parental contribution to the cost of university grants, and a massive extension of discretionary grants.

The broadness of the extension of higher education would be borne by the public sector but there must be some scope for university expansion, Dr Sloman said.

Lecturers seek inquiry in Scotland

by Simon Midgley

Lecturers in Scottish colleges of education want an inquiry into further education in Scotland as the Government's decision to open all 10 teacher training colleges to representatives of the Association of Lecturers in Colleges (ALCES) in Scotland (ALCES) have been lobbying MPs to support a private members' Bill promoted by Lord James Douglas-Hamilton (C. Edinburgh W), seeking to establish an inquiry into tertiary education in Scotland.

Lord Douglas-Hamilton, backed by MPs of all parties, wants the inquiry to review higher and further education before Mr Bruce Millan, the Scottish Secretary, goes ahead with his plans to set up an advisory council on tertiary education in Scotland. Mr Millan has promised MPs that a consultation document on the proposed council will be published soon.

The council will be asked to look at the position of further education in Scotland after the setting up of the Scottish Assembly.

Earlier this week Dr Robin Lobban, vice-chancellor of ALCES, said: "We think the whole question of control and organization has to be worked out, particularly with the restructuring of the college system."

There was, he added, a need to create a proper pattern for higher tertiary education in Scotland, and this could best be achieved by an inquiry rather than an advisory council.

At present the control of tertiary education in Scotland is split between various bodies. Local authorities control further education colleges, while central institutions and colleges of education come under the Scottish Education Department.

Under the reorganization of the colleges—so which they all stay open but with reduced student intake and alternative uses being made of surplus accommodation—many kinds of training would be funded that did not come under the Scottish Education Department; for example nurse training, which is controlled by the health boards.

Although ALCES welcomed the decision not to merge or close any colleges, Dr Lobban said, it is concerned that Mr Millan appears to be filling spare accommodation with different kinds of training in a rather ad hoc fashion.

Stirring up a Wasps' nest?

The failure of colleges and universities to adjust to a heterogeneous student intake was criticized this week by Mr Eric Robinson, principal of Bradford College.

Speaking at the annual conference of the Society for Research in Higher Education, at Surrey University, he claimed that course planners used an 18-year-old white Anglo-Saxon Protestant male as a model for the typical student.

"The time had come to take into account the growing importance of female students, those from ethnic minorities, overseas and working class students, and mature students with several years' experience outside the education system."

NEXT WEEK

Review of the year.
Simon Midgley on Coventry College of Education merger.
NUS strategy for recruitment campaign.
Michael Rosenthal on the staff of Turner.

Income 45 times greater than 25 years ago

by Judith Judd

While most of the country's vice-chancellors have been looking forward with grim foreboding to the year to come, Sir Derran Christopherson, vice-chancellor of Durham University, has been peering into the past, with a touch of the Jubilee spirit.

His annual report draws attention to some of the ways in which Durham has changed during the past 25 years. Income has gone up 45 times, the value of money as measured by the consumer price index has fallen by a factor of 4.5, and the activity of the university, measured by student numbers, has increased by 3.66 times, all since 1952.

This means that the income per student year has increased in real terms about 2.7 times. Significantly, however, the student/staff ratio, often regarded as a rough indication of the costs per student year, is nearly the same in 1977 as it was in 1952.

Sir Derran says one important factor is easily seen. "In any activity in which manpower cannot be replaced by advances in technology costs must rise in proportion to improved relative to the cost of living since 1952 but to an extent which varied greatly among different types of staff. In particular, salaries for technicians and department secretaries had risen more sharply than academic salaries or, indeed, any other major item of university expenditure. So, in real terms, the average cost of employing a member of the academic staff has increased by about 53 per cent; for technical and clerical staff by 120 per cent. However, the cost of administrative staff has remained much the same.

Though academic staff may have fared badly over salaries, they now have more room to teach in than 25 years ago; this has troubled.

No doubt, concludes Sir Derran, the trends over the next 25 years will be very different. The universities will probably grow comparatively slowly and the problem of finding running money by the end of the prospect is now sufficiently clear for something like a new strategy to meet the new situation to emerge."

Annual Salaries	1951-2	1976-7	Ratio	1977 salary 1952
Academic staff	1,650	8,106	4.9	
Teachers (incl)	1,200	6,443	5.4	
Lecturers (at age 26)	500	3,761	7.5	
Technicians	169	1,765	10.4	
Minimum salary on qualification	234	2,302	9.8	
Top of highest scale 501	501	5,470	10.9	
Optical grades	143	1,711	12.0	
Minimum (age 16-17)	234	2,308	9.9	

Ford adopts wait-and-see line on 'British Brookings' money

NEW YORK

The Ford Foundation is holding back investment in a British institute for social policy studies until certain conditions are fulfilled, Mr George Bundy, the foundation's president, said this week.

Such a body needed stable and reliable sources of support from within Britain, encouragement from people both inside and outside the Government, and leadership of great quality, he said. "In a situation where all the 'ifs' turned up wrong and if enough people and enough sources exist so that a relatively small assistance from us would make it happen, we would be interested."

The SSRC announced in the summer it would establish a policy studies body, possibly similar to the American Brookings Institute, provided private funds were available from bodies such as the Ford Foundation to match the State's investment.

Since then the SSRC's initiative has been called into question by the existing independent policy bodies such as the Royal Institute of International Affairs and reports of a shift in Ford's policy towards Europe and a policy body based in Brussels.

Mr Bundy confirmed both that he was aware of the inter-colonial disputes within Britain and that Ford's interest was not confined to policy studies in Britain alone. However, he said, Ford funds were limited and the possibilities were none the less "elastic."

He strongly emphasized two points: first, the talks that have been held with civil servants and others in Britain are preliminary and do not guarantee Ford money will actually be spent; second, everything depended on the degree of local interest in policy studies whether in London or Brussels.

"The first principle of our inquiries is not to consider any kind of institution that is not genuinely wanted by, and working for the interests of people in the country concerned."

He warned against viewing policy analysis as a panacea for a country's ills or as a bright new American export, fit for all circumstances.

While it is true that institutions such as Brookings are, ones we are familiar with, it is appreciated that there are different kinds of European approaches—this is demonstrated by the variety of existing London-based bodies."



Mr George Bundy—"Britain must show it wants this institute."

OU official defends South Africa sales

by Maggie Richards

Pressure for a ban on trade has come from the senate, which in July agreed to do all in its power to stop the export of books to South Africa, but the head of the university's marketing operation, Mr John Cox, said that he was in an address to the board of the university's marketing operation, Open University Educational Enterprises Limited, Mr Cox supported the continuation of sales in South Africa.

He maintained that if the university ceased to supply materials, other booksellers would quickly take over the market, so that Open University courses would continue to be distributed.

Mr Cox is now compiling a report to the Open University Council on the financial implications of ceasing trade with South Africa.

something in the region of £22,000 a year, he reported. By restricting exports without reducing costs, the Open University would be the only loser.

The company, Mr Cox said, had only inherited the contracts established by the university itself in 1972.

Though trade should not be linked to politics, the distribution of OU materials in South Africa could provide a means of opening closed minds, he added.

The present exports to South Africa consist mainly of mathematics course units. They go to students taking correspondence courses through the University of South Africa, which admits black and white students.

London's union relationships to be studied

A high-level study group is to look at London University's relationships with trade unions following the controversy about the University of London Bill. The Bill received its second reading in the Commons two weeks ago after the Association of University Teachers had withdrawn its petition against it.

During discussions the National Union of Public Employees said it was not happy about the state of industrial relations within the university and would like to see a review. The university undertook to investigate and the study group is the result.

There will be four university representatives: Professor N. F. Morris, deputy vice-chancellor of Charing Cross Medical School; Dr J. N. Black, principal of Bodford College; Dr William Taylor, director of the Institute of Education; and Mr P. H. Rowy from administration.

The AUT, the NUPE, the National and Local Government Officers' Association, and the Association of Scientific, Technical and Managerial Staffs will each have a representative.

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AUT reports pay talk progress

Some progress was made last week in negotiations for the settlement of the university teachers' pay claim.

Mr Lauro Sapper, general secretary of the Association of University Teachers, gave the news after a meeting of Committee A on Tuesday. He said he could not elaborate on the discussions which had taken place.

At the meeting of representatives of the AUT and the University Authorities Panel, the AUT put forward its modified claim, announced at its general meeting, for 10 per cent towards a settlement of the pay anomaly from October this year, and an increase to match that which the polytechnic teachers are expected to receive in April.

The AUT is also asking for the settlement of the remainder of the anomaly and its usual annual increase from next October.

SLADE action

We apologise for the many blank spaces in this issue of THE TIMES. This is due to unofficial action by the Society of Lithographic Artists, Designers, Engravers and Process Workers.

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Course planners under fire for 'insensitivity'

by Owen Surridge

University course planning departments were severely criticized for insensitivity to student needs during last week's conference of the Society for Research into Higher Education at the University of Surrey, Guildford.

The charge was spelled out by Mr Eric Robinson, principal of Bradford College, who said that despite attempts to break with the impersonal bureaucratic tradition of the new universities, deeper trends to depersonalization were implicit in the growing use of new technology.

"There is a widespread tendency to treat people as though they were all alike," he said. "Planning for the heterogeneous group is poor and where it is attempted, the aim is to make everybody the same as quickly as possible."

"Course plans submitted to the CNA talk almost universally of the 'student'. Just what is meant by that is not made explicit but presumably they have one model in mind.

Mr Robinson said the failure to realize that students were different was a severe deficiency of course planners, who had for the most part shown little signs of recognizing the growing importance of students from overseas, the mature, women, working class or ethnic minorities.

"It is just not good enough to expect them to conform to the conventional background", he said. "Deviations from the norm are still regarded as inconveniences rather than opportunities, so many students are excluded altogether, either because they do not fit in or because they do not wish to."

"We have to realize that the student who is now regarded as abnormal, is going to become more important."

Commenting on the hints between sixth form studies and universities, he said: "It could be that education in schools would be better if it was geared to the universities, rather than the other way round. Neither GCE A level nor experience of traditional sixth form studies, could be successful at university. "It could be that much of traditional sixth form study could be kicked away."

He called for research to discover what was going on in schools and how university students survived the courses planned for them.

"Unless we check, it is very difficult to make any evaluation", he said.

Professor Lewis Elton, of Surrey University, commenting on the difficulties freshmen found in adjusting to university life, said most were very uncertain of themselves; "many were at the top in the school setting. In their new setting which was strange to them, they were only average. Half of them below average, maybe."

"They need some freedom but will need security. To discover how best to help them find their feet along the road from dependence to interdependence, he had devised various teaching experiments, both small and set into traditional degree courses.

The first, designed to encourage independence, dispersed with the formal lecture and set the students to work at written projects on which they were tested as they felt ready. The mode was tightly structured but offered the freedom for students to organize their own work. Results showed that they spent more time in private study, more regularly and in shorter spells.

The professor admitted that the outcome was tentative and difficult to understand, "but the results do show that students adapted their work pattern to the style of teaching that they received. That is, they were beginning to show signs of independence."

His second experiment, designed to encourage cooperation, was a move on the path to interdependence, based on a resource centre and posed problems for solution through group projects. Most of those involved appreciated the cooperative aim and learnt to talk about their study difficulties more freely, something now done less among students.

Others had reservations in that much of the work often fell upon the minority. One student expressed the whole idea on the ground that competition was more stimulating than cooperation.

Old biases could be reinforced

by Simon Midgley

Higher education is likely to become more biased against the working class, girls and ethnic minorities unless a positive and more sensitive approach to college of education diversification and entry procedures is adopted.

This warning is contained in a report to Mrs Williams, Secretary of State for Education and Science, on her recent Green Paper, *Education in Schools; A Consultative Document*.

In some general comments relating to sections dealing with the training of teachers, the academic board of the College of St Mark and St John in Plymouth says: "Unless a positive and more sensitive approach is taken to diversification and to the policy of a two A-level over-achievement, just stated hitherto over time."

Their difficulties stem, in part, from their virtues. Their strong sense of self-direction could lead to determined closed-mindedness, to insistence with broadly based introductory courses and options outside the specialty they wished to study in depth.

For many of them the decision to take a university course had nothing to do with career prospects but changed personal circumstances such as divorce, retirement or a changed life style enforced by physical handicap and stemmed more from intellectual curiosity or personal interest in a subject.

In all this there were lessons for staff designing courses. Staff should be more explicit about course requirements and reading techniques. Mature students do not necessarily understand what is meant by 'analysis' and the academic style of writing can confuse them.

Assumptions about the mature student's basic knowledge of a subject were unwise, said Dr Macdonald. "Staff should acquaint themselves with the background of mature students, pay more attention to including the skills of tutorial leadership in tutors and be more flexible in assignments to allow them to direct their learning to the maximum extent."

Adult students tend to exhibit many of the qualities of the ideal student; they are self-directing, hard-working, determined, questioning and unwilling to accept second best. Maybe the challenge this presents to us as teachers explains why we sometimes find their presence just the slightest bit uncomfortable.

From Dr John Gilbert of Surrey University, came a call to pay more attention to the needs of science students. "There is an over-supply of places for the demand, it is a good idea to prevent them dropping out if possible. Colleges which take on a student have a moral obligation to help him get through."

There was a notion that the good student was necessarily the glib, academic and the rest either lazy or recalcitrant; "Where that is true, the new student is in for a nasty shock. That could be avoided by more discussion early in courses between teachers and students to see they get the most out of it and to help the student to adjust to the academic world", he said.

Criticizing books of advice on the art of studying, Dr Gilbert said: "They made depressing reading. There is always the implication that students are deficient in these skills—but I haven't noticed that". He had noticed however that although the books identified the skills, they rarely offered practical help.

Often this was the case with teachers also. Teachers should encourage students to discuss their difficulties and particularly about such matters as the aims of lectures and the development of laboatory skills without which uneasiness and resentment very easily set in.

"Initially they need direct instruction in basic skills to build up their confidence," he said. "It was also essential to check over their scientific concepts; students arrive with a whole battery of misunderstandings about the basic concepts in science."

He said the source of many of these misunderstandings were from society outside the school; some of them stemmed from secondary school teachers and text books, "as because of trying to put them right with 'independent' learning modules; that way you can very thoroughly embed yet another misunderstanding."

All graduate profession and a basic minimum of two A-level GCE passes for entry to BED courses the authors say. "Our experience is that A levels do not predict teaching competence or final academic achievement."

A policy of enforcing a two A-level entry to BED courses will not of itself lead to a rise in standards a featurs to the profession. Indeed, it is likely to lead to the exclusion of those groups whom the secretary state particularly wishes to attract; members of ethnic minorities and those with industrial experience."

The College of St Mark and St John already attracts a sizeable number of such people, the report says, and on the whole they made conscientious students and excellent teachers. The academic board argued for a more flexible pattern of entry to teacher education which would allow colleges to use well established experience to select the best possible candidates.

Sheffield lecturer named head of new adult college

by Maggie Richards

A senior lecturer at Sheffield University, Mr Michael Burrat Brown, is to become the first principal of a new adult education college in Yorkshire.

Dubbed the "Ruskin of the North", the new college at Wentworth, East near Barnsley will be taking its first intake of students next October.

Mr Burrat Brown, who is at present a senior lecturer in economic and industrial studies in the extra mural department of Sheffield University, was involved with the working party which formulated proposals for the new college. His appointment as principal has just been announced.

The new college, which will be known as the Northern College of Residential Adult Education, is being funded by a consortium of four local education authorities in South Yorkshire—Barnsley, Sheffield, Rotherham and Doncaster.

The college will provide a new adult education college to serve the north of England, one of the Russell report in 1971.

At present Wentworth Castle is being used as a teacher training centre, but next October 50 students will be enrolled to form the first intake for the new adult education college.

Eventually, over a three-year period, the college will build up student numbers to a maximum of 120.

Half of the places at the college will be allocated to students on one or two-year certificate or diploma courses. The remainder will be reserved for students taking short courses, normally of ten weeks duration.

The college will be offering traditional adult education courses in liberal arts and trade union studies, as well as courses in community studies, involving subjects such as local government, social geography and planning.

Senior tutor at the new college will be Mr Keith Jackson, senior assistant director in Liverpool. The new college will be able to undertake joint projects in fields of mutual interest.

The interests of the two institutions are complementary in many respects, so that they can cooperate to provide courses which neither of them could provide alone.

There are already a number of ways in which the university and the college collaborate. It is expected to increase the extent of this collaboration and to strengthen the academic resources of both institutions.

The proposed arrangements are not in any way affected by the departure of the Church of Latter Day Saints from the University of Education and Science which is one of the remaining colleges of education for which the Church of England continues to have responsibility.

As a result of the recent government reorganisation of training, the college will soon be the only college of education in the north which provides courses of initial training for teachers.

The link between the college and the university will be strengthened by the appointment of a number of members of the Church of Latter Day Saints to the Council and Senate of the university and appointment of members of the university to the governing body and Academic Board of Christ Church.

Kent agrees to take over from London

Students leaving Christ Church training college in Canterbury in future are likely to receive degrees validated by the University of Kent rather than by the University of London.

The council of the University of Kent and the governing body of the college have agreed that from September 1, 1978, subject to approval of Education and Science, the university should become the validating authority for courses taught at the college.

Since the college was founded in 1963 the University of London has been the validating authority for its courses. It has now completed a process of re-organising the college to create the new arrangements.

In addition to the university validating the courses at the college, it is hoped that the two institutions will develop a number of joint six-year institutes for a new adult education college to serve the north of England, one of the Russell report in 1971.

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Administrators in money chase

Increases in tuition fees meant that more and more administrators in the public sector are chasing sums of money round smaller and smaller circles, Professor Paul Matthews, vice-chancellor of Bath University, said last week.

In his annual report Professor Matthews said that this was happening while vacancies for academic staff and technical support were from 10 to 20 per cent.

The situation had arisen because 80 per cent of fees were paid out of public money. The major effect of the increases was simply to complicate the accounting procedures through which the money found its way to the universities.

It was not the best way for the public to get value for money.

Earlier, Professor Matthews said as long as uncertainties about pay settlements and compensation remained, there was no real significance in the indications which the Government had given on its policy for universities.

In his annual report, Professor G. D. Sims, vice-chancellor of Sheffield University, said that Britain was already slipping down the international league in terms of the proportion of the relevant age group entering higher education.

The main pressure for some time has been the student numbers. Students numbers had become a prime determinant to the detriment of research.

This was particularly important in areas which contributed to the national role, in glass technology, chemical engineering, fuel technology and nuclear science, where the country had been low for some time.

He said students had shown signs of realizing that militancy could not produce money from an almost bankrupt economy and that if it could strengthen the university's hand in negotiations with the Government.

In conclusion he said that Government had to decide whether it wanted mediocre higher education or a retention of excellence. Some universities were already approaching the end of the bridge between the two.

TEC Maths I syllabus may be reduced

The syllabus content of the basic standards Technician Education Council Unit, Maths I might have to be reduced following preliminary findings of a pilot study on the evaluation of technician education.

Results of a pre-test administered to 400 students at 17 colleges of further education indicated that roughly half of the sample were fairly competent in basic arithmetic, the majority were, for example, unable to answer questions related to factorization and simplification.

These findings were discussed last week at a workshop held by the Staff Development Unit at Manchester Polytechnic which is coordinating the pre-test. The study which is designed to examine not only students' achievements on TEC units but also the industrial relevance of TEC programmes originated at a previous meeting last year.

Students' achievements were not measured by a pre-test but by the administration of the National Foundation for Educational Research Senior Maths Test which provided a base against which students' qualifications on entry to the unit could be partially assessed.

Both tests showed that approximately one-quarter of the sample held exemptions from the unit were only half of the total sample were appropriately qualified.

Furthermore, they indicated that colleges had accepted students from a wide range of abilities ranging from O level to CSE grade 5.

Additionally they established a fairly high correlation between background qualifications and performance in each of the mathematical skills were present in the sample on entry to the unit.

Relevant findings have emerged from the pilot study on the industrial relevance of TEC programmes which involved 1000 technicians, one from each of all student/technicians in the country.

Both tests showed that approximately one-quarter of the sample held exemptions from the unit were only half of the total sample were appropriately qualified.

Furthermore, they indicated that colleges had accepted students from a wide range of abilities ranging from O level to CSE grade 5.

North American news

Five Cookson on college efforts to reduce crime, mainly by self-policing

Campus clean-up

WASHINGTON

Crime rates in colleges and universities across the United States appear to be dropping back, after soaring during the decade up to the mid-1970s. Many major universities have reported crime going down by up to 20 per cent in the past year or two.

The quiet, responsible, conservative law-abiding students could be a lot to do with it. But part of the credit for making campuses safer places must go to the millions of dollars being spent on security, training cut-backs to improve police forces to recruit and second-line students and computerized identification cards to crime prevention campaigns and strengthened university police forces.

At Georgetown University in Washington, the installation of an alarm security system was followed by a 25 per cent reduction in thefts and vandalism. The system is based on light-sensitive, invisibly-coated identity cards.

All students and university employees from cleaners to professors have a card which they use to unlock doors, borrowing books and other requirements. To save costs, the Georgetown security system is linked to a computerized energy conservation system, which shares computer facilities.

At the Twin Cities campus of the University of Minnesota, police reduced a 16 per cent decline in overall crime rate to a new single patrol, special police unit in flexible duty hours, ID cards to increase community involvement.

At the Atlanta campus of the University of Georgia, where crime has been decreasing for the past several years, the 50-strong university police force is composed of undergraduate and post-graduate students who do security work in their spare time to help pay their way through college.

Edwin Hoyt on Mormon influence in the Pacific

Stodious missionaries

Hawaii is the scene of an unique educational experiment. In the Pacific region, which may well change the cultural and religious outlook of the Polynesian peoples everywhere, it is Brigham Young University-Hawaii campus, an offshoot of the Mormon college in Utah run by the Church of Latter Day Saints. BYU-Hawaii is part of a larger Mormon initiative that has already made that religion a dominant factor in Samoa and Tonga.

BYU-Hawaii's goal is to educate the Mormon tradition among men and women from Hawaii, the South Pacific and East Asia. That tradition is spartan: no alcohol, drugs, tobacco, coffee or even tea; and no premarital or extra-marital sex.

Of 132 semester hours for the Bachelor's degree, at least 14 must be in religion, and that means even more in university support in future. A year or so ago PCC made a \$1m contribution to BYU-Hawaii, and it donates \$25,000 a month to the university's upkeep. The remainder, private donations from students, private donations from the Church in part from those who graduate and return to their own cultures and from there feed more students and support into the university.

Although the purpose of BYU-Hawaii is very definitely proselytizing, the university maintains a low profile. Since it is located 38 miles from Honolulu in a rural area, useful Hawaii is able to keep its cultural isolation intact. So little is known of the university in Hawaii that last year when the Roman Catholic Chamainade college upgraded its academic programme to meet university standards, the local newspapers commented that Hawaii had gained a second "university" (the university located in the Polynesian Cultural Center, a major tourist attraction located on a large tract of land which the Church bought on the westward side of Oahu a quarter of a century ago. The university campus and the Mormon temple are in the nearby community of Laie.

Contractors were employed to build the university campus in 1965, but when the Polynesian Cultural Center was built seven years later the work was undertaken by more than a hundred "labour units" who came from throughout the Pacific to erect the seven villages, each representing a Polynesian culture.

Every one of the villages is "operated" by natives of the respective islands. Most of the workers are students, who thus earn their tuition, board and room at the university.

The enormous success of the PCC as a tourist attraction of Hawaii has lent hope that it will be worth even more in university support in future. A year or so ago PCC made a \$1m contribution to BYU-Hawaii, and it donates \$25,000 a month to the university's upkeep. The remainder, private donations from students, private donations from the Church in part from those who graduate and return to their own cultures and from there feed more students and support into the university.

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'Something has to give'

Italy's higher education system is in chaos. Student numbers and violence are among the main reasons. Uli Schmetzer reports from Rome.

Four youth, burst into the Rome University office of sociology dean, Professor Franco Ferrarotti, early this year and ordered him to accompany them to "a political trial".

Aware that the phrase signified his own indictment by a radical student jury, Professor Ferrarotti declined the "invitation". He was savagely beaten up before he was rescued from further punishment. "They kicked me repeatedly on the shins and in the groin. There was a professional air about the way they beat me," he recalls.

Professor Ferrarotti says many of his colleagues at Rome University have suffered similar treatment. Unlike him, they are afraid to denounce the assaults. But across the road the rector's office is guarded by police officers and the rector drives an armoured car.

Intimidation and physical attacks on staff members are no novelty whatsoever. As the Professor Ferrarotti sees the violence as part of the sociological convulsions around them in which the professoriate is seen as "supervisor" of a despised bureaucratic system imposed by the establishment.

Even if everything falls out, say, an intruder gets into the chemistry laboratories and inadvertently causes a serious explosion, the university will normally have to pay less damages if it can claim to have taken all reasonable precautions.

Smaller institutions, too, are investing in electronic devices. For example, Montecitorio county community college in the Roman suburbs of Washington has installed magnetic intrusion detection devices. It has also converted part of its existing educational closed circuit television equipment to monitor the grounds and buildings when it is not in use.

led many universities to argue that the "mass university" could not see the point of knowledge. Professors were forced by their students to discuss certain subjects, linked with current events, faculties like sociology, political science and philosophy doubted their student population because they served as instruments for arming oneself in the struggle for socialization.

This desire for comprehension of a society-in-the-making is the rallying point of the supporters of mass education. They argue that it more than compensates for the lowering of academic standards.

Men like Professor Giuseppe Schiavinato, rector of Milan University since 1972 (Italy's second largest "mass university" with 62,000 students), defend the new concept as "a positive factor".

He says while the mass university does not pretend to provide the same level of education as a traditional university "it gives a great mass of students the opportunity to higher education and consequently improves the level of education in the country".

Professor Schiavinato says the mass university still provides enough graduates for the cultural, scientific and productive needs of the country and that its content difficulties are no worse than those suffered by huge private and public institutions.

In the new mass university two factors have alienated the student-professor relationship. One is the stipend tied to the condition that the recipient must obtain an average of 27 marks in examinations (out of a possible 30).

"The student sees the professor who fails him as the representative of an evil system. He feels, often quite correctly, that the professor has not attended to him during the year, has not been available and is yearning for his (the professor's) lack of contact. So the professor is beaten up."

The second factor is directly linked with the first. Faced with enormous student population and the additional task of revising and approving between 5,000 and 10,000 individual study plans each year, the professors have become bureaucrats, rapidly became major forums for the socialization of young people through archaic societies and Catholic moralities. On the campus they rapidly became politicized.

But the government failed to provide additional funds. The appointment of new staff did not keep pace with the increase in the student population; nor did the facilities. Of 13 new universities envisaged not one has been built before 1968.

Professor Ferrarotti argues that before 1968 most of the student population was urban middle class or from the affluent rural gentry. Today's student is mainly proletarian, either from the ranks of the unemployed or those holding precarious jobs.

In 1968 the students went out of the university and made links with the working class. Now you don't have to do this any more, says Professor Ferrarotti. It is right because what kind of working class? Not the stable employed working class, the labour aristocracy. What you have in the university now is the marginal working class," he says.

Professor Ferrarotti feels it would be wrong to see the violent extremists as the aberrations of individuals or small nihilist groups. In fact, he says, the profound social segments of the Italian society are "university" (the university located in the Polynesian Cultural Center, a major tourist attraction located on a large tract of

assessors are the *horribi* (special postgraduate assistants) who earn £100 a month and *contattisti* (contracted teachers) with a monthly salary of £130. Neither of these categories could survive without alternative employment, mainly in secondary education.

The supreme ruler of the Faculty is the dean with an annual income of £13,000 although frequently 95 per cent of his work is done by the assistant professor (a kind of senior professor) who are still paid the £4,800 of the *assistente ordinario*.

This unjust income structure and the pressures of an angry student population dependent on its stipend often result in the capitulation of the professoriate.

"They just give everybody 20 marks and if you are really bad they tell you to come back next month to take the examination again," one student said.

Reluctance to fail a student and so deprive him of his stipend has led to the "eternal student" phenomenon where students studying for a four-year degree return after four years until they have obtained the 20 compulsory examination passes required for most degrees.

Since all examinations are oral and held in public, students can not only work out the kind of questions they are likely to be asked when their turn comes but professors can advise students to make another examination appointment if they know a student is incompetent. This way a student can prolong his university term indefinitely.

The "eternity" of study permits the ambiguity of a Rome University where 70 per cent of the student population enrols then goes home

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For most of the academic year, lecture absenteeism at some faculties is said to be as high as 90 per cent.

Despite these paradoxes, enrolments over the last years have broken all records. Professor Ferrarotti says: "They go there because they have nothing else to do, because they want to improve their social status and, most important, because the laurea has a legal value. It entitles you to special treatment. If you go into industry as a laureate you become immediately a white-collar worker: series 'A' with a chance to make series 'A' in a very short time (there are series A, B and C)."

Professor Ferrarotti, who heads a faculty of 9,500 and personally teaches 1,500, admits: "I might see only about 25 of my students throughout the academic year, and that simply because they live near their families. It is nepotism, but there is no other way. There is no time."

Alessandra, a 23-year-old language student, complained: "I have tried for four months without success to see the professor. I have at hours outside his office only to be told that he has left. Once I spent a whole day there only to find in the evening, he wasn't even in the country."

Yet while the professoriate blames the decline in student contact on what one calls "the bureaucratization of the professor", the students accuse many professors of devoting much of their time to lucrative "extracurricular" activities.

In fact, most professors earn such low wages that they could hardly be blamed for supplementing their income with teaching offers from elsewhere. The bulk of teaching is done by *assistente ordinario* (non-faculty heads but fully qualified professors) and lecturers earning about £4,800 a year.

Below them in the hierarchy of

The NUS launches a new attack on Robbins' 'stunningly little' effect. Sue Reid reports

A little learning all life long

The Robbins report, hailed in 1963 as liberal and expansionist, has been condemned for institutionalizing some of the most reactionary elements of higher education in a new strategy document on recurrent and part-time education due to be published next month by the National Union of Students.

The document claims that by retaining the two A level standard for universities, in line with the Robbins report, higher education has become more accessible only to the same kind of people who gained entry in the past.

It was a decision, the NUS says, that was overwhelmingly to benefit the middle class school leaver. It had "stunningly little" impact on the extension of access to the working class.

Admittedly, it was the main factor in increasing the entry to universities from 7 per cent of 18 year olds in 1961 to some 14 per cent in 1977. But for the remaining 86 per cent it offered nothing.

The report did not even refer to part-time students who are the vast majority of students in post-school education today. Most important, the massive injection of resources given to full-time degree level courses effectively held up development through post-school education.

By 1963, expenditure on universities had exceeded the total expenditure on further and adult education. By 1964, the year after Robbins, compulsory day release for 16 to 18-year-old workers was "effectively written off" as a prospect by the Government because it might hamper more urgent educational developments, the NUS document says.

In real terms, therefore, Robbins expended universities at the expense of young workers and part-time education for adults. By seeing higher education as an activity with its own values and purposes, pursuing such unobtainables as truth and excellence, it elevated it to the realm of unaccountability.

The document adds: "It increased the divide between the universities and the public sector, thus creating so many of the problems of 'bizarreness' that cramp education today. It also legitimized some of the worst forms of academicism that were to divert the expectations of many employers away from education towards the Department of Employment."

Despite Anthony Crosland's ideal, since then conception polytechnics had served to further distort the division between the public and the autonomous sectors. They had emulated the universities, and by the early 1970s the age range of poly-

technics was narrowing. They have fewer part-timers, fewer non-advanced students and, the NUS says, "in many cases could be distinguished by their local chauvinism rather than their intended social responsiveness."

The union alleges that at present the education of part-time students is organized on the basis of their assumed equivalence to a minority (full-time students) whose needs are actually quite different. In further education the resources and staffing levels for part-time students were calculated on the basis of their full-time equivalence. Not only did this give colleges a financial disincentive against increasing their part-time student intake proportionate to their full-time numbers but, more fundamentally, reflected the bias given to the needs of full-time, and particularly degree level, students.

The paper goes on to state: "It is rather ironic that the Russell report was published in the same year as the Indiv. and Training Act (1973), for the findings of Russell—which were limited to non-vocational adult education—virtually guaranteed the unions and employers would look elsewhere for the provision of industrial training schemes."

"The committee reviewed an adult education system which had no national coherence and no strategy concerning its growth. Adult education programmes tend to be viewed as remedial exercise for later developers or as in the case of the Open University, providing a 'second chance'."

Remarkably, the union says, the Russell committee concluded that "we see no need to propose drastic alterations. The basic machinery is there". The status quo was accepted because the task of changing it would be "mammoth".

A major problem of adult education in the United Kingdom was that it had been historically regarded as essentially non-vocational. Russell did a "great disservice" to adult education provision as it has developed, the union alleges.

"Local education authorities have long rejected the confines of non-vocational education and offer many courses combining vocational and non-vocational elements."

"Twenty-two universities now have adult education and extra-mural departments, and in a number of them—such as Bath and Loughborough—the programmes are predominantly vocational."

"Without doubt, the non-vocational tradition of adult education has been one of the greatest obstacles to people perceiving the

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An overgrown corner of Highgate cemetery, London: part of the acres to be "liberated".

How a spiritualist is helping with a grave environmental problem

What does Eva Twigg, the spiritualist medium, have in common with Dr Norman Hicklin, PhD, BSc, FIBiol, FZS, FIWS, FRES, the world expert on mushrooms, insects and fungi?

The answer is that both are star performers in an extraordinary series of public seminars run by the faculty of environmental studies at North East London Polytechnic.

It is curious that education, leave and recurrent education as integral parts of the process of democratizing our society, and argues that P.E.L. is clearly of importance in any national employment strategy that faces up to the structural nature of unemployment through the inclusion of extensive reeducation and retraining schemes.

The NUS puts forward a blueprint to determine a system of recurrent education, and calls on students to generate debate and achieve changes. Six principles would, the union argues, create a system of recurrent education based on the acceptance of the fact that education is a life-long process.

"If we accept this premise then we should argue for the vast majority of resources in post-school education to be devoted to courses on the basis that people will gain access to such courses at various stages throughout their working lives."

There are two major demands for increasing access that compulsory day release should be provided for all young workers aged 16 to 18, and paid educational leave granted as of right for all workers. The individual should be financed by his employer and employers reimbursed by the state.

The document maintains that a credit system should be introduced and a role for education outside the college situation developed.

Making education provision available for all had major implications for the content of courses and design of new curricula. The vast majority of further and higher education were currently organized on the assumption that the more academically minded a student the greater his entitlement to remain in education. But within a mass education system, many more courses should be designed for those who were unprepared or unable to take degree level education.

On education and training, the NUS warns that the two must be unified. "In the immediate term we must attempt to set clearly educational goals for the MSC facilities and secure the financing arrangements for all people undertaking education and training courses. The £18 a week paid to all MSC students should be extended through further education then raised to the main rate student grant."

"Ultimately the structures of the MSC must be merged with those of the education service and the NUS has already set out proposals for a National Council for Further, Adult and Higher Education that could achieve this," the paper declares.

It goes on to call for a comprehensive network of institutions working within an approved development plan. "Once local education authorities have coordinated the planning of courses within institutions, boards of governors and community forums should be given a high degree of responsibility in implementing their development plans."

In conclusion the paper, drawn up by the NUS deputy president, Mr Peter Ashby, states: "The major debate about recurrent education should be about the provision of support for increasing the wider whole community and widening the support for increasing the contribution of public resources to community education."

In the next few months, NUS will be making close representation to the newly established National Advisory Council for Adult and Continuing Education, for this body has practical role to play in formulating education.

A local government politician since 1958, Mr Hillman recognizes

Simon Midgley describes how one man's death affected a merger battle

Tug-o'-war college a victim of the power game

The death of one man in Coventry this year has probably changed the face of that city's higher education for ever.

If the then Lord Mayor, Bob Loosely, had died just three weeks later, Coventry College of Education would have merged with Lanchester Polytechnic. As it is, plans are now going ahead to merge the college with the University of Warwick.

Mr Loosely's death changed the balance of power in Coventry City Council. Control passed from the pro-Lanchester Labour group into the hands of the Conservatives, who promised a merger with the university.

This last-minute volte-face is perhaps the final and most extraordinary episode in an on-off merger saga that has gripped the city's educationists for the past two years.

Even now it is still not certain that everything is settled. Although as city council approved the merger with the university by 28 votes to 25 in November, and a letter has been sent to Mrs Shirley Williams, Secretary of State for Education and Science, asking for approval, negotiations which are still proceeding on detailed proposals will prove hazardous.

Many people hope, however, that this is the end of a long period of uncertainty which has seen plans for the continued independence and expansion of the college being replaced by proposals first for a merger with the polytechnic, then with the university again.

The struggle has probably inflamed local passions more than any other issue in recent years, and was as much about power and politics as about education and the best use of resources.

To understand the strength of the feelings involved, it is important to look at the context in which events took place.

Historically, town/gown relationships in the area have not been particularly good. After an initial honeymoon period in which the city gave the university a £20 million help create its present 400-acre campus site, there was a steady deterioration.

What many councillors originally anticipated was a University of Coventry. What they got was a University of Warwick, outside the city and save the city from Warwick: a national institution on locally donated land. And initially the university, concentrating its energy on building up a reputation in the academic world, put no little effort into links with the local community.

Many city councillors did not appear to understand precisely what sort of an animal a university was. They controlled the fire of education and the schools—not the massive "private" organization of some 6,000 souls with a recurrent income of £6m a year over which they had relatively little influence.

When it was first established the campus was isolated from the city. An academic moved into the locality they chose the rural environs of Kenilworth, Warwick and Stratford instead of the urban and hurly-burly of Coventry. The university, many felt, was gradually edging away from the city that had so generously championed its cause in the early days.

It was on this basis of a fatal absence of trust that the wrangle over the future of the college of education began. "It is our public place," many councillors, particularly Labour members, regarded the university as elitist, undemocratic and unrepresentative. They were hostile, resentful and suspicious.

After the publication of *Framework for Expansion* in 1972, which envisaged a general expansion of higher education throughout the country, it was planned to increase the college of education's numbers from the then 1,350 to 2,000 by 1980.

But in 1973 the Government realized it had got its figures wrong and the college's student population target was reduced to 700.

It was decided that the college could no longer remain as an independent institution, and the then Secretary of State for Education, Mr Prentice, approved a university/college merger in principle. Despite the fact that this went against the national trend for colleges of education to merge with polytechnics rather than universities.

At the time he remarked on the "close and indeed exceptional working partnership which the two institutions have developed since the university was established on a site adjacent to that of the college."

Warwick University had grown up during the previous 10 years on a site about half a mile from the college. During this time the two institutions had developed a "special relationship" which was based on close working links.

Coventry was the only college of education whose courses were validated by Warwick. In addition, the university deliberately avoided becoming engaged in initial teacher training, but instead founded a small education department which concentrated on teaching higher degrees and joint BAs.

The then Labour-controlled city council approved the idea of a merger with the university in principle, but negotiations broke down after failure to agree on three of 13 points concerning the merger. It appears that Labour had a change of heart brought on by the alleged insensitiveness of the university.

On the face of it there were two major areas of difficulty. Agreement had not been reached on the extent of local authority influence in the university or on arrangements concerning the transfer of staff from the college to the university.

The city education authority argued that since it was transferring buildings and land worth about £5m it could expect to have considerable influence over the running of teacher training courses and representation on appointments committees. The university was willing to appoint teachers to some local authority representation, but it considered large numbers of local authority appointees as an infringement of its autonomy.

The local authority was also concerned that all heads of departments in the college should be appointed professors, creating seven in all, and that Mr Gordon Lawrence, the acting principal, should be appointed as director of the new department.

The university, however, said that this would create too many chairs in one field. At the time it agreed to appoint 83 of the 132 college staff as members of its permanent staff and offer a further 24 lecturers temporary appointments.

Councillor Charles Ward, a former chairman of the Labour-controlled council education committee who was involved in the negotiations at the time, says they broke down because the university kept insisting on being handed a "blank cheque" to do what they liked with the college premises without any real consideration for what the city wanted.

wickshire and Solihull councils, had given their backing to a university merger.

At a special meeting of the Coventry City Council, however, the controlling Labour Party group voted in favour of a polytechnic merger, despite Conservative opposition.

And in November the Government finally approved in principle the merger with the polytechnic despite a series of representations made to the Department of Education and Science against it. But in her letter to the city's director of education, Mrs Williams made it clear that she was sympathetic to the original proposal for a merger of the college with the university and regretted that negotiations between Coventry and the university had not been successful.

She also pointed out—which came as a surprise to many of the interests involved—that as Secretary of State she had no power to impose a solution for merger against the will of the maintaining authority. Although proposals for such a merger required her approval, she had no power to substitute her own.

At the time of the announcement Mr John Butterworth, the university's vice-chancellor, issued a fairly outspoken statement in which he said that it appeared that "only control of the university, or at any rate such parts of it as were to be concerned with teacher training, could satisfy the city."

During the next six months detailed negotiations continued between the polytechnic and the city council on the terms of the merger. It was during this period that the city council alienated the staff of the polytechnic by apparently attempting to impose on the institution a new management structure which would have greatly increased local authority influence and created two entirely separate bodies to make decisions on academic planning and resource allocation.

The authority was also opposed to the creation of a separate faculty of education as the university had proposed. It preferred to distribute academic subjects among existing faculties.

To achieve the merger by September 1, the local authority had to submit its detailed proposals to the DES before the end of May. But in late April the Lord Mayor died, and after the Conservatives' nominee was elected mayor on May 19 the Conservatives controlled the city council.

During the previous three weeks the college branch of NATFHE had launched an intensive campaign to try to convince the Conservatives that the polytechnic merger had not gone too far to be reversed. On June 14 the city council approved a merger with the university, in principle, by a majority of three votes.

This decision was taken despite the continued opposition of the city's director of education, Mr Robert Aitken, who had been a consistent opponent of the plan to merge with the university. In a two-page report prepared earlier this year, Mr Aitken had said: "It is very much against the interests of the city council and of teacher training for the college to merge with the university."

He singled out three main policy issues:

- Why should the local education authority give up 1,350 student places, 650 residential units, about 50 acres and £9m investment that is still so urgently needed in the local authority sector?
- Why deny the city council the opportunity of developing the college campus in association with the polytechnic, technical college and community college?
- Why give up the status of the local education authority with an executive role in teacher training locally and nationally, for an advisory role?

He also asked whether the local education authority would be able to exert sufficient influence on course structure; if the quality of teacher training was capable of being developed and maintained in the university; and whether the staff recruited would reflect the needs of the schools and local education authorities.

Mrs Williams has not yet made up her mind on the merger proposals. The likelihood is that she will approve, but a DES spokesman said recently that there were still one or two matters to be looked at and a decision was unlikely before the New Year.

As far as lecturers in the college are concerned, the merger with the university is the natural outcome of 10 years of fruitful collaboration. "We will be able to build from strength rather than go back to square one," said Mr Tom Arkell, a history lecturer at the college and chairman of the NATFHE branch. "In a period of rapid falling student numbers to have that amount of continuity and stability is desperately needed."

Dr D. Jeffray, a senior lecturer in biology, commented: "The relationship between the university and the college has worked. There is obviously no reason to demoralize. Why demolish something that is a success for something which might not be?"

The creation of a faculty of education in the university of equal status to the other three existing faculties "will give us the power and authority that was clearly not offered in the polytechnic scheme," Mr Arkell added. "We will be able to change gradually and naturally."

The new merged institution will be one of the few universities in the country offering students the choice of a BEd or a postgraduate certificate of education after studying at undergraduate level.

It is hoped that the link with the university will strengthen the college's academic base, improve the range of course possibilities and open up opportunities for educational research.

The formal merger date has been set for April 1, 1978—although it is intended to bring a "shadow" merger into effect in January in an attempt to enable the authority to continue smoothly and provide an early solution to the technical problems of merging physical facilities.

After the Secretary of State's final approval of the plan, the players in this two-year drama are also awaiting the outcome of some delicate negotiations on the question of precisely which facilities the university will be able to assimilate. Wrangling continues on the future of shared sports facilities and the college's excellent resources centre.

Although it seems unlikely that the local authority will be able to assimilate, wrangling continues on the future of shared sports facilities and the college's excellent resources centre.

Even the Conservative chairman of the present education committee, Councillor Charles Maxwell, feels that there could be months of negotiations ahead. The terms of the merger are "still not satisfactory to the local authority."

One thing at least seems certain: there will be no graceful losers in the battle over the future of Coventry College of Education.

Mr Pote Ashby: "We want to extend the debate."

Peter Daw



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Review of the year

Light in gloom cast by falling birthrate

by Peter Scott

1977 was the year in which the universities managed to regain a precarious financial compass after the demoralization of 1974-76. With the restoration of an equally precarious "triumvirate" in March they were even able to see a glimmer of light at the end of the tunnel—the one through the demographic hump of the next six years.

It was also the year in which the polytechnics celebrated a year later, the tenth anniversary of their genesis—Anthony Crosland's famous Woolwich speech, with a national conference at the Royal Festival Hall in London. They too saw some light at the end of a darker tunnel, the long and far some at least dreary tunnel of local authority control, when the Oakes committee agreed that a national council for non-university higher education should be set up.

For the colleges 1977 was a mixed year. No longer warmed by the press and political spotlight, the colleges of education themselves continued their now obscure decline. Their successors, the institutes and colleges of higher education, pursued their efforts to diversify into areas other than teacher education, on the whole successfully but always under the watchful and even jealous eyes of the polytechnics and even universities, concerned that they might receive too great a share of scarce resources.

Only in adult education was there an air of measured optimism. Here short-term concerns about the future of the adult literacy programme was overshadowed by the delight that an Advisory Council for Adult and Continuing Education had finally been set up. Its first report, here, too, the bell had rung that the factors which had caused so much damage to the prospects of full-time post-secondary education, public austerity and a lower birthrate, would in the long run give new impetus to adult and continuing education.

Elsewhere demography and austerity cast a black shadow over higher education. Would there be a dearth of students in the later 1980s and 1990s, or would student demand confound demography as it had in the 1960s? This was not an academic question but one which crucially affected the current debate about the proper level of public support for higher education over the next few years. If the first answer was correct, then the present restrictions might become permanent; but if the second was right, they might only be temporary.

However, no one seemed sure which answer was correct. The Association of University Teachers produced projections that indicated continued growth. The Conference of University Administrators in a highly detailed study reached a more ambiguous conclusion. And the Government seemed to be suffering from mild schizophrenia: Mrs Williams herself in a speech at Birkbeck foresaw a sharp decline but her department managed to wring out of the Treasury a rate support grant settlement that defied demography.

If the effect of demography remained vague, that of austerity was obvious. First, it became policy meant that once again university teachers had to wait for the rectification of their pay anomaly. Instead they would have to be content with a 10 per cent cut in living increases and Mrs Williams's promise that their anomaly would be removed as soon as incomes policy allowed it.

Just how unacceptable this was to most university teachers was shown in November when thousands came to London in a protest meeting and mass lobby of Parliament. At the end of the year the National Association of Teachers' Further and Higher Education casually tossed in a claim for almost 20 per

cent: the scars of Houghton have still not healed. Second, cash limits began to bite. In March the university grant settlement was greeted with relief. It seemed to be much more generous than had been expected the previous autumn. By the summer it was already becoming clear that the assumptions about inflation used to calculate the cash grant had been far too optimistic. By the end of the year some vice-chancellors were warning of yawning deficits in 1978.

Then, too, 1977 was a conservative year. Relevance and the needs of industry were still very much in the air. No one was quite sure how much higher education would be affected by the new and more critical attitudes to school education displayed in the Green Paper. On the other hand radicals in the 1960s would be very careful they stood in danger of being bracketed with the "Marxists" by Professor Gould in his Institute for the Study of Conflict pamphlet *The Attack on Higher Education*.

Different sectors of higher education were affected in different ways by this conservative climate. On the whole it seemed to benefit the universities. For the polytechnics the effect was more ambiguous.

So the pendulum of favour, perhaps swung back a little towards the universities. They acquired a more sympathetic Secretary of State. They were well treated in the admittedly very small additions to the building programme. And the Government decided that they would be given a majority share of all students in higher education. In 1981 of the sharing them equally with the public sector.

The true lesson of 1977 was a subtle one. The material retrogression from the ambitious goals of the 1960s continued—but in this respect the outlook was a little brighter than in 1976. A measure of political and economic optimism returned and with it the possibility that the restrictions on public expenditure might be eased. But the ideological retrenchment from the hopes of the 1960s, if anything, deepened. For a higher education system whose character was radically reformed in the very years of expansion and optimism it is a sobering prospect.

Oakes stirs the local authority pool

by Peter David

In 1977 the polytechnic tried and failed to sever the umbilical cord that ties them to local government. By the end of the year it was clear that the Oakes committee, set up in February to make the big decisions about who should pay for and control the public sector of higher education, was likely to come up with a compromise which would delight neither the polytechnics nor the local authorities.

Public expenditure cuts provided the momentum for the Oakes committee. They made it obvious that the existing pooling arrangements through which polytechnics are financed needed drastic revision. The system enables authorities to meet most of the costs of their polytechnics by dipping into an advanced further education pool stocked up by other authorities and freely replenished through rate support grant.

It was the supreme example of the divorce between management responsibility and financial accountability excoriated by Mr Frank Layfield in his report on local government finance in 1976. The Oakes committee was set up early in 1977 to chart a new pattern of control and finance for polytechnics and colleges.

Although the committee will not make its recommendations public for several months, it is already known that they will not be revolutionary. The polytechnic directors' independence they wanted or the establishment of a university-style grants committee. The Association of Metropolitan Authorities was forced to retract its proposal for an inter-authority recoupment scheme, which would have kept polytechnics firmly

tied to local government purse-strings. Instead, Oakes is likely to propose a faint system of local and central finance designed, according to the first draft of the report, "to reconcile overall national control with a substantial measure of local responsibility and initiative".

The agent of national control will be a central committee representing polytechnic and college staffs, the local authorities and other interests within the education service. Its main job will be to negotiate with central government the total amount of money—currently £400m a year—to be spent on higher education outside the universities.

It would then be responsible for dividing the money up between individual courses and institutions, and planning the provision of higher education in parallel with the University Grants Committee.

In the December meetings of the Oakes committee local authorities have been fighting a desperate rearguard action to increase their representation on the national body, partly by adding to its independent members and partly by adding seven more to represent local authorities, another seven would be polytechnic directors and members of staff, and the final seven would be nominated by Mrs Williams to represent other interests. There would be an independent chairman and two members of industry.

By the end of the year, it seemed likely that the local authorities would be given a slight increase above their seven members, and possibly also a form of veto on the national body.

But the price paid by local government is high. To conform with the Layfield principle that he who calls the tune should occasion-

ally pay the piper, only 85 per cent of the costs of public sector higher education will be paid by the national body. Maintaining authorities will have to stump up the remaining 15 per cent directly.

Transfused to the new financial system will be slow, even if the Oakes recommendations are rapidly accepted. Local government has argued forcibly that small authorities with large polytechnics cannot afford immediately to find as much as 15 per cent of the costs of the institutions, and a careful build-up from a level of about 5 per cent is likely to be recommended. There will also be safeguards enabling local authorities who are hard-pressed to opt out of responsibility for their polytechnics altogether.

The changes in national funding are likely to be matched at local level by a shift in the balance of power between local authorities, governing bodies and academic boards. A subgroup of the Oakes committee believes that more decisions should be taken by governing bodies which at present are "often ground between the upper and nether millstones of the local authority and the academic board".

With none of the protagonists having got their own way, the report will not be greeted with bouquets. In essence it will offer no more than a modified pooling system. One of the few important changes will be that the total amount of money for public sector higher education will be earmarked at the beginning of the year, and this will have the effect of retuning in expenditures. The other big change will be the creation of a central planning focus for polytechnics and colleges. There are those, however, who maintain that a central body has existed for years, in the DES.

We apologise to our readers for the fact that this space is blank because of the unofficial action by members of the Society of Lithographic Artists, Designers, Engravers and Process Workers.

LETTERS TO THE EDITOR

Scotland's central institutions

Sir—So far as Scottish higher education outside the universities is concerned, our end-of-term report on your treatment of it can be no more encouraging than "could do better"; and our hope for the New Year is that you will.

The festive season prompts us to be kind about the articles you published during the year purporting to inform your readers about Scottish central institutions, and say merely that they were misleading. Admittedly at the time we did express ourselves somewhat more harshly in the letters you were kind enough to print. But let bygones be bygones, and gently try again.

On December 16 you published an account of the Secretary of State's decisions on our colleges of education, but when you come to the reference to this college you describe us as a central further education establishment. Central institutions have been a distinctive sector of Scottish education since 1901, the Secretary of State in his report properly refers to us as a central institution, yet your report must have thought that a change of wording was necessary in order to help readers outside Scotland—although what they make of the term employed is anybody's guess. However, we shall try to help.

The Scottish central institutions represent a national system of higher education within the public sector so organized as to reconcile distinctive initiatives with central provision. There are 14 central institutions, each with its own title, identity and independent governing body, which collectively provide most of the advanced courses in Scotland outside the universities. (As they recruit their students from all over Scotland (and beyond)

needed is not "a revolutionary situation", but "revolutionary change" in Barrington Moore's phrase, as I have stressed in my book.

Feldman has also accused me of exaggerating the role of land tenure institutions in determining socio-economic change and of believing that the right scheme could still transform Nepal's rural society. I confess I am unable to understand what he means. My book deals with land ownership. The question of "society" focussing on "land ownership" does not arise. If I have not advocated the development of rural cooperatives in my book on land ownership, would Feldman say that I am against the cooperative movement?

Finally, I am intrigued by Feldman's statement that it is necessary "to analyse how an exploitative land tenure system reflects an underdeveloped economy and not vice versa". Does this mean that as the pace of development is expedited, the land system will become automatically and progressively less exploitative. If so, it is possible to expedite the pace of development in an agricultural country such as Nepal without removing the institutional and other constraints on development that an exploitative land system has put on the way? Is Nepal's economy underdeveloped because the land system is exploitative, or is the land system exploitative because the economy is underdeveloped? In other words, the chicken or the egg?

Sincerely yours,
MAHESH C. REGMI
Rajmi Research (Pvt) Ltd.,
Kathmandu, Nepal.

It should be remembered that the

Keeping politics out of AUT

Sir—I was interested to see *THE TIMES* (December 9) you quote the Chairman of the Committee of Directors of Polytechnics on "the fact that students are not coming forward in the way they were expected to in the late 1960s".

Does he have access to information not available to the rest of us in this line, for instance, figures for applicants to polytechnics who are not also included in the OCA figures for applicants to universities?

Unless and until there is some machinery for ascertaining these figures (and it is ironic that that they are lacking) I do not see how anyone can get any independent demand for degree courses other than by extrapolation from OCA figures.

On an entirely different matter, I am curious to know why the polytechnic at Wolverhampton, in its advertisement in the same issue for candidates should possess a "minimum degree"; is this not a hindrance to CNAA graduates?

Yours faithfully,
H. E. BELL,
Senior Assistant Registrar,
University of Reading.

Student demand

Sir—There must be many old members of the Association of University Teachers who, like myself, are utterly disgusted with the political caterwauling of the council at Heriot-Watt last week.

Now that the AUT is a fully fledged trade union it should concern itself solely with pay and conditions, and not offer itself as a platform for ideological rants who have no regard for the great liberal traditions of British universities.

The issues raised by the Council report can best be argued in the accepted academic fashion—in the form of publication, where thesis and argument can be dispassionately assessed in the quiet of one's study.

Unless we keep politics out of the AUT there is every likelihood that it will eventually fall into the hands of a few ideologically obsessed individuals who will use the AUT as a platform for their own ends.

Yours faithfully,
T. P. DAVENEY,
Director of Extra-Mural Studies,
University of Exeter.

Garden research

Sir,—In the course of the past 10 years we have received hundreds of requests from students and others on the dangers of pesticides and the evils of chemical fertilizers. We should like to enlist the help of universities on a project of our own which everyone who has read *Silent Spring* or *The Ecologist* will agree is of importance.

We are collecting the names and addresses of gardeners who have grown their crops successfully for at least 10 years without pesticides, fertilizers or persistent gases, and are willing to monitor their gardens for the pests and diseases which many believe are diseases which may be prevented by these methods. This is not an offer of a free rate card, hunting service for O and A levels, or PHD thesis in the popular field of organic horticulture and since the world of pollution and energy shortage in which today's students will live in the future.

Yours faithfully,
D. HILLS,
Director,
Henry Doubleday Research Association,
Bocking, Braintree, Essex.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible, and the editor reserves the right to cut or omit them if necessary.

London more representative

The success of the Association of University Teachers in its campaign against the University of London Bill is to be welcomed. The original Bill appeared to be based on the view that nothing needed to be done to change a pattern of university government which had existed for half a century.

The most significant victory has been the university's agreement to add an amendment to the Bill providing consultation for recognized trade unions on statutes. This will give the unions an opportunity to influence proposals at an early stage. The concession is not offered by any other university charter and the AUT has warned that it will try to build on its gains. The London University authorities, indeed, feared that it would open the floodgates for demands for trade union representation throughout the academic world.

The battle over the Bill has centred on industrial democracy. This is an issue which will have to be tackled by all universities. London, in the end, has seen the wisdom of being flexible. Other universities should follow its example and recognize that there are some areas of university government in which union representation is appropriate.

The promises which the AUT has secured about the future of the Court are also important. The Court is a powerful body and distributes £100m of grant each year. The Bill proposed that it should remain as it was. The AUT, however, rightly put the view that a body with so much cash at its disposal should be more accountable to the public. There is a growing recognition

among universities that they must establish good relations with the community which they serve and this was reflected in the composition of the old Court whose members were not accountable to anybody. Now the Court has said it will include representatives of trade unions, industry and commerce.

Some problems about the future of the university's government remain unresolved. The AUT would have preferred that junior lecturers should have received places on Senate as of right, rather than being co-opted. There is no reason why this should not be so and the association should continue to press for it. The agreed arrangements mean that professors will keep their grip on the senate.

Another difficult area is Convocation. The omission of the Bill to reform this 75,000-strong body whose meetings are normally attended by only a handful of that number has not yet been remedied although the problem is under discussion. The membership of Convocation is significant because it elects 20 members of Senate and some representatives of the Court. At the moment, it cannot be described as in any way representative of the community.

The struggle over the Bill has been productive. It has forced a discussion of democracy in university government as well as a debate about the university's relations with the community. It is good that, now the AUT's formal opposition to the Bill has been dropped, the discussion is to continue. A study group is to be set up to look at industrial relations within the university. It should mean that next time there is an argument about university government the two sides will understand one another better.

Chance before reason

After the sound and fury of bitter debate over the future of Coventry College of Education, it is to be hoped that its fate has now been sealed.

Participants in the on-off merger saga are awaiting Mrs Williams's approval of the restructuring plan to merge the college with the University of Warwick rather than with Lancaster Polytechnic.

That it should have taken two years several false starts, and the death of one man to decide its destiny is a sad commentary on the way in which the future of an institution of higher education can be decided.

That there were important educational issues at stake is indisputable. It is teacher training best located in the public local authority sector or in the "private" university sector? Would prospective students be better off in the more vocationally-oriented world of the polytechnic or in the comparatively rarified atmosphere of the university? Is it important for the local authority, as the main employer of teachers, to have a substantial interest in the control of the training in the region? All these questions are important and need to be debated.

But what is equally clear in this dispute is that educational arguments became inextricably entwined with questions of control, politics and pragmatism.

On the one hand, Coventry City councillors saw the university as an opportunistic grabber of a chance of expansion in a time of economic restraint at the expense of the local community. That the university should feel that assimilation of the college is the natural consequence of 10 years of fruitful collaboration is understandable. It is also true, however, that the university has done relatively little over the years to convince the authority that it has a genuine interest in building up links with the local community.

That some of the local authority demands were unrealistic was also obvious. It is not for example surprising that the university did not welcome Labour's aspirations to use the merger as a device to "democratize" and extend local authority control over the institution.

Even more startling perhaps is the point demanded as many as seven professorships in the new proposed faculty of education—revealing a serious concern for the status of their employees but a serious misunderstanding of the structure and nature of a university.

What is less easy to quarrel with is the local authority's argument that the polytechnic's space and accommodation needs are more pressing than those of the comparatively luxurious, well-appointed university campus.

As Mr Robert Aitken, Coventry's director of education, has said, up 1,350 student places, 650 residential units, about 50 acres and a £9 million investment that could be put to good use in the public sector.

At the end of the day the college's staff, governing body, board, the teachers' organizations in Coventry, Warwickshire and Solihull, and Warwickshire and Solihull council were all lined up solidly behind a university/college merger.

Given the physical proximity of the college and the university, the complementary way in which the two institutions have evolved and the special relationship built up between them over the previous decade, the educational balance would in the end seem to favour the university rather than the polytechnic as the natural alternative. It is, then, perhaps salutary to remember that ultimately it was chance and not reason that tipped the scales in the university's favour.

Landownership in Nepal

Sir—I have read with interest David Feldman's review of my book *Landownership in Nepal* (University of California Press, 1976) in *THE TIMES* (January 16). It is necessary to clarify a few points he has raised.

Let me, first of all, deal with the criticism implied in his statement: "Much is descriptive and can be judged as an important source of material for other scholars with a more analytical interest in political and economic changes in Nepal." My objective in writing *Landownership* is not to analyze these changes, but to put forward an interpretative description of Nepal's landownership systems. There is, therefore, no point in noting my comparative lack of analytical interest in an area with which I am not primarily concerned in the book.

Feldman has criticized my belief that rural reform can transform a rural society even if it is not a revolutionary situation. As he has pointed out, I have quoted Myrdal with approval to explain that in most underdeveloped countries land and tenancy reforms have been a sham except when carried out in a revolutionary situation. I wonder whether he expects me to preach revolution rather than reform. The failure of most land reform programmes in these countries in the past is no guarantee that the sequence of events will be the same in the future.

I also wonder how Feldman would interpret Myrdal's phrase "a revolutionary situation" when the elite minority does not accept, or ignores, the demands of the non-privileged majority. An enlightened political class can avoid a revolutionary situation by anticipating these demands. In that event, what is

Pay anomalies

Sir—While supporting the principle in Brian Kowley's letter (*THE TIMES*, December 9) why not extend it to the Government? It is also recognizing the magnitude of the university teachers' pay anomaly. It should simply say there is a sector, i.e. the Civil Service/Police, etc. in total but the first call will be to rectify the anomaly of 16 per cent (or whatever is the current figure).

It should be remembered that the

NUS strides along middle of the road

Students
by Peter David

The student year culminated in a triumph for moderation, as the new model National Union of Students met in December to ditch the extremist policies which had brought the union into disrepute and undermined the important educational campaigns the NUS was keen to wage.

At a Blackpool conference this month, the NUS agreed by a narrow margin to overturn its "no platform" policy which had barred from campuses anyone loosely labelled racist or fascist. The same conference also voted to take steps to remove the spectre of Jewish students being discriminated against because of their allegiance with Jewish societies and the Zionist cause.

During the year, about 10 student unions had imposed some form of restriction on Jewish societies, but from the start the executive of the NUS was a firm and vocal opponent of such moves. By the time the issue was raised at the end-of-year conference, most unions had backed down, and those which had not principally London University's School of Oriental and African Studies—faced the prospect of being suspended from the national union.

The conference decisions reflected a growing trend of good sense and moderation among students. At the NUS's Easter conference, Miss Sue Shipman, a member of the national executive of the Communist Party, was elected to replace Charles Clarke, a Labour man. But despite newspaper headlines about "red Sue, the siren voice wooing over 800,000 people in Britain today", Miss Shipman made it clear from the moment she was elected that she stood for democracy and tolerance in higher education.

Her own aim was to make the union a powerful pressure group able to effect changes within higher education. The will-thut-but-against-Zionists, and the "no platform" policy she introduced, served only to undermine those efforts.

The NUS had good reason to polish up its public image, for there were important challenges to face. In January the Council of Local Education Authorities asked its newly formed polytechnic "fire-brands" to look into the management of funds by student unions. The initiative was enthusiastically supported by some polytechnic directors, notably North London's Mr Terence Miller.

The issue cropped up again in November, when the government's Comptroller and Auditor General expressed concern about the open-ended nature of the system under which more than £11m is spent annually on students' capitation fees. But by the end of the year the NUS had prepared a position of its own. It accepted the principle of public accountability, but called for a new method of financing student unions. This would entail a minimum union fee of £15 per student guaranteed by central government, and negotiations between individual colleges and student unions to top up the balance. At the same time, the NUS warned its members to avoid making payments to outside causes which might be thought to be *ultra vires*.

If the NUS was worried about the interests of its own members, it did not neglect the rest of the education service. In February its submission to Miss Joan Pook's select committee on the attainments of the school-leaver was regarded by one professor of education as among the best contributions to a "great debate". It called for the removal of the universities' "restrictive" control over the school curriculum and for the inclusion of political and social education in the school programme.

The union was also one of the most vocal opponents of some aspects of the Manpower Services Commission's new programme of training for unemployed school-leavers. In particular, it wanted all students in further

education to get an award comparable to the 118 a week offered on the MSC schemes.

As ever, the philosophy of the student leaders of the NUS has been to do no harm, rather than that of many students in the colleges. Occupations, demonstrations and protests occurred in several polytechnics and universities. Brunel, in particular, was occupied several times by students protesting against the new tuition fees levels. At one point the vice-chancellor had to suspend all undergraduate teaching to end the occupation.

North East London Polytechnic, too, was the scene of confrontation between students and university authorities. The polytechnic took out an injunction against the union's president, Mr Andy Strouthous, barring him from the premises. Mr Strouthous did a spell in Pentonville for disobeying the injunction, but was released after the polytechnic, the NUS and the National Association of Teachers in Further and Higher Education worked out a peace formula.

It was a turbulent year for overseas students which started with the Department of Education and Science issuing its now infamous circular 1/77 which called for a substantial cutback in foreign numbers. It argued for a reduction from the 1977 level of 83,000 to the 1975-76 level of 75,000 although it confirmed that a specific national ceiling was not practical for 1977-78.

But by August in a second circular the DES attitude on overseas numbers had hardened. This document confirmed that the level should be cut to 75,000 in the 1978-79 session but also substantially increased the number of students open to classification as "foreign" and therefore liable for higher fees levels and restriction by college quotas.

Under the circular overseas students were referred to "specified" and can now only gain home student status by living in the United Kingdom for three full years prior to their course. The previous Government definition,

formulated 10 years ago, allowed foreigners to be classified as home students through their parents' or spouses' length of residence rather than solely their own.

The implications are that thousands of new immigrants studying in Britain may now be forced to pay overseas student fees for the next year following the ruling. Also in danger of being liable for higher fees are quota restrictions on school-leavers who spend more than nine months abroad before starting a higher education course.

The year has also brought indications that the Department of Education and Science is considering a major new £120 scheme to aid thousands of overseas students from poorer countries at the expense of those from the old rich and developed nations. At least 50,000 of the 68,000 students expected to be studying in this country in 1981 could benefit under the plan, due to be finally considered early in the new year. But the scheme will inevitably mean that richer students may be forced to pay the full economic costs of more than £2,000 a year, has yet to get the approval of the Ministry of Overseas Development, the Foreign and Commonwealth Office and the Cabinet.

There has also been a call from the United Kingdom Council for Overseas Student Affairs and the Council for Education in the Commonwealth for a new national body to coordinate foreign students policy, full details of which are still under debate.

Meanwhile, despite the introduction of higher fees this autumn for foreigners—day new standard for undergraduates and £850 a year for postgraduates—and a nine per cent increase on this level due to be announced in the next few weeks, applications from overseas students for university places next year are up by 50 per cent over last year according to the Universities Council on Admissions.

Adult education

Arrival of advisory council offers glimmer of hope

by Maggie Richards

A glimmer of hope dawned on the adult education horizon when Mrs Shirley Williams, Secretary of State for Education and Science, finally announced the formation of the long-awaited advisory council on adult and continuing education.

The official announcement came four years after the proposal was first made in the Russell report, which called for the establishment of a development council.

The title was watered down from "development" to "advisory" by the Department of Education and Science in 1976 with a sony explanation: "Development does not appear in the proposed title as that might be thought to have connotations of expansion which would at present be unrealistic."

It was not taken up by Mrs Williams in April, shortly after the announcement about the council's creation. Explaining the four-year delay, Mrs Williams declared that the Russell report could not have been published at a more appropriate moment; it had appeared at the start of a "financial ice age".

Despite the revised title, Mrs Williams was confident the new body would be an effective means of future collaborative thinking in the decentralized field of adult education.

Under the chairmanship of Dr Richard Hoggart, warden of Goldsmiths College, the council held its first meeting in October. Mrs Williams told the newly appointed members she expected them to strengthen the lobby for adult education and to provide an influential voice.

For the adult literacy campaigners it was a time to review past achievements. In a report to the DES in October the Adult Literacy Executive Agency revealed that almost 100,000 adults with reading and writing difficulties had received help since 1975.

The report went on to look to the future, and the cost of the Government's £1m a year pump-priming exercise next March. It recommended the creation of a small central unit to continue the agency's work, and suggested the allocation of some form of specific funding to local education authorities to ensure the continuation of an adequate adult literacy service.

In December Mrs Williams agreed

to establish a new central literacy unit, but the problem of finance was not resolved.

Sufficient money would be provided in the rate support grant to continue local literacy schemes, according to the DES. Literacy groups, however, remained unconvinced and expressed fears that provision would cease very quickly in some areas.

There was doubt, too, about the future of voluntary literacy groups. Apart from the creation of the advisory council the other significant development in adult education during the year was undoubtedly the return to the Venables report.

A committee, chaired by St Peter Venables, first pro-chancellor of the Open University, examined the role of the university in continuing education, and put forward a 10 year plan involving a gradual injection of funds, building up to a £20m commitment by 1984.

Proposals included the creation of a network of national learning resource centres, to make available distance learning materials.

But the report came out soundly against the development of the Open University as a "national comprehensive university". Instead, the importance of cooperation between all the institutions involved in adult and recurrent education was stressed. There was also emphasis on the need for the Open University to fulfil its responsibility in the field of social and community courses.

Overwhelming support for the Venables report came from the Open University seats in September.

For the Open University, the other major development of 1977 was an agreement with the Council for National Academic Awards on a credit transfer scheme. Under the terms of the new agreement, Open University students would be able to transfer to CNAA courses at polytechnics and institutes of higher education, and CNAA students would be able to opt for the Open University's distance learning system.

The controversy over claims of Marxist bias in some OU courses continued, with Professor Julius Gould of Nottingham University making new allegations in February, and the OU senate, concerning the attacks, with a decision to conduct a full review of academic standards within the university in April.

Schools

Eyeball to eyeball on standards

by Judith Judd

Schools and higher education continued each other in 1977 through the House of Commons Committee looking at the attainment of school-leavers.

The Committee of Vice-Chancellors and Principals complained that first-year students in universities could not cope with their work as well as in the past and blamed the teachers' threat for innovation.

The CVCP attacked the widening of the curriculum to offer numerous options which meant that basic skills were being neglected. Some witnesses to the committee attacked the spread of Mode 3 syllabuses.

The Association of University Teachers spoke of the tendency to relax standards in A level mathematics.

The report of the committee which was published in September advocated a drastic reduction in the

number of examination boards from their present 22 and said that there should be a cutback in the number of maths syllabuses.

It called for a Government inquiry into the teaching of mathematics and mounted the lack of qualifications among maths teachers.

Universities, however, did not escape the committee's strictures. They were told that they should make their requirements clearer to schools.

Government statistics published during the year showed that the total number of school-leavers gaining A levels continued to increase.

The proportion of those successfully gaining A levels remained at about 15 per cent. The figures showed a decline in the number specializing in science, though there was some increase in the number of passes in individual subjects.

Direct grant, grammar and public

schools continued to dominate degree courses. A third of direct grant and public school leavers entered degree courses, compared with a quarter of those from grammar schools and 4 per cent of comprehensive school leavers.

Discussions about the Schools Council's proposals for N and F levels continued. The feasibility studies commissioned by the Schools Council to explore the practical implications of a change from schools to a level system were completed.

The specimen syllabuses drawn up in the light of the studies were distributed to universities in the autumn term.

The Standing Conference on University Entrance decided on a fundamental investigation of the views of universities on what needed to be studied at sixth-form level. The aim was to provide a "specification" for pre-degree work.

There was no longer a strong feeling of opposition to the profit motive.

At the beginning of the year the unit predicted that in 1977 a very slight reduction in demand from the public sector would be more than offset by an upsurge in the requirements of the private sector, particularly manufacturing and public utility.

But, while the curriculum of public investment continued to reduce the number of trainees available to the supply of graduates in electrical, mechanical, production and chemical engineering again failed to meet demand.

The position of students completing teacher training has almost certainly deteriorated during the year, but graduates have found the situation less stark than expected. The decrease in the number of women embarking on teacher training has applied to almost all subjects, but during the year the graduate unemployment rate among new entrants to secondary teaching in England and Wales was above 50 per cent.

Recruitment of graduates by the Departments of Employment and Social Security alleviated the expected cutback in recruitment by the Civil Service, the largest single employer of graduates.

Employment

Graduates turn to private sector

by Sue Reid

The narrowing of the discrepancy between salaries in the public sector and private enterprise gave a further fillip to the demand from graduates for jobs in industry and commerce in 1977.

The Central Services Unit for University and Polytechnic Careers and Appointments Services revealed in its annual report that this trend, first noted in 1976, had been further strengthened by a fairly fundamental change in students' attitudes towards private enterprise.

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Fewer than expected faced the doldrums.

Universities

Slightly better than expected

by Judith Judd

The universities began the year with a feeling that things might have been worse. Although the warnings of impending disaster continued, quota restrictions on school-leavers who spend more than nine months abroad before starting a higher education course.

The year has also brought indications that the Department of Education and Science is considering a major new £120 scheme to aid thousands of overseas students from poorer countries at the expense of those from the old rich and developed nations. At least 50,000 of the 68,000 students expected to be studying in this country in 1981 could benefit under the plan, due to be finally considered early in the new year. But the scheme will inevitably mean that richer students may be forced to pay the full economic costs of more than £2,000 a year, has yet to get the approval of the Ministry of Overseas Development, the Foreign and Commonwealth Office and the Cabinet.

There has also been a call from the United Kingdom Council for Overseas Student Affairs and the Council for Education in the Commonwealth for a new national body to coordinate foreign students policy, full details of which are still under debate.

Meanwhile, despite the introduction of higher fees this autumn for foreigners—day new standard for undergraduates and £850 a year for postgraduates—and a nine per cent increase on this level due to be announced in the next few weeks, applications from overseas students for university places next year are up by 50 per cent over last year according to the Universities Council on Admissions.

The universities, however, had passed for more, and the Government agreed to £10,000. The decision, taken on the grounds that it will cost less to finance the expansion of higher education in the non-university sector, will have 60,000 more students than polytechnics in 1981 despite the 1972 White Paper, *Framework for Expansion*, which envisaged equal numbers in both sectors.

This, coupled with the news that

universities will receive an extra £4.5m for building as part of the Government's boost for the construction industry, was a small but welcome Christmas present.

The money is being used mainly for new residences and is not enough to finance large projects, but more is expected. Indeed, universities said they were not prepared to accommodate the extra numbers unless they were given extra cash. How much more they will receive will not be known until next spring.

Not everyone was convinced that the Government's March announcement was as generous as Mrs Williams claimed. Mrs Williams estimated that the cut for next year would be 3 per cent instead of 1 per cent.

There were also fears that the allowance for inflation in the recurrent grant for next year was too low. One of the most important factors in this was the salaries bill, which was still not known by mid-December.

The provisional grant allowed for only a 5 per cent increase in university teachers' salaries next year, but by the autumn it was clear that their pay rise was likely to be more substantial than this.

Indignation grew among university teachers whose salaries now lag behind those of their colleagues in the public sector after the failure of the Government to implement the scales awarded by an arbitration tribunal in 1975.

They put in a claim for 16 per cent to correct their salary anomaly, and a further claim for an annual increase of about 16 per cent from next October.

Their protests culminated in a lobby of Parliament and two mass meetings in Central Hall, Westminster, in which 7,000 donors joined. But at a meeting afterwards with Mrs Williams, a deputation was told that the Government intended to stick to its pay policy. Although hopes of a phased settlement of the

After taking control of the council the Conservatives abandoned existing plans to merge the college with the polytechnic and revised the plan to merge with the university, a move that was welcomed by almost everyone except a few local education authority officials and the Labour group.

In London the future of teacher education is still not clear. The DES announced that the total number of training places in inner London is to be increased by 150 to 2,150. Discussions are continuing between an ILEA working party and Brunel University to see if a merger between Shoreditch College in Egham, Surrey, and the university is feasible.

In early December Mr Oakes, the Minister of State for Higher Education, announced that it was hoped that 14 colleges or annexes and parts of two others would be used for educational purposes. Two other colleges and part of a third would be sold for other purposes and one annex previously used for education would be surrendered.

Despite the Government allowing £7m in its rate support grant to local authorities for further training for qualified practitioners, a National Association of School Teachers' Union of Women Teachers survey in May revealed that 80 per cent of the money had been spent on other purposes.

As an example of the wide divergence of approach, where 87 per cent of a head was spent on service training, with the ILEA, where 99.64 a head was spent.

Although the Government has always argued against making specific grant allocations for particular purposes in its RSC settlements, there has been increasing signs during the year that Mrs Williams, Secretary of State for Education and Science, may be con-

Polytechnics

A watershed abounding with energetic debate

by Simon Midgley

In the history of the polytechnics 1977 is likely to be remembered as a watershed. Far reaching changes in the management and finance of public sector higher education were initiated, major developments in the realm of credit transfer were announced and the future role of polytechnics continued to be the subject of energetic, if sporadic, debate.

As the year drew to a close the Oakes Committee, which had been reviewing the control of higher education in the public sector for nearly 12 months, agreed in principle on a new system of combined direct and local finance. Its outline final report recommended that a national council should be set up to distribute more than 85 per cent of the costs of polytechnics and colleges, the remainder to be paid directly by the maintaining local authorities.

As well as being the year of Oakes 1977 will also be recalled as a time when polytechnics felt themselves increasingly under attack from both central and local government.

The early months saw growing moves by the local authorities to increase their control over teaching and non-teaching staff establishments in polytechnics and weaken the hand of governing bodies.

In February a working party was set up to investigate ways of establishing a national forum of polytechnic governors to act as a strong counter to the growing power of local authorities. The attempt to create a third force collapsed after the Council of Local Education Authorities and the Committee of Polytechnics both made it clear they would not welcome any new body.

Hopes of forming a new association of polytechnic governors were dashed in October when 13 of the 30 polytechnics attended a

seminar to discuss a draft constitution. Concern was expressed at the meeting about the political effectiveness of the CDP.

In November, after a private informal meeting of directors and governing body chairmen, the chairman of the CDP announced that there had been no misunderstanding between the majority of polytechnic governors and directors.

In June a campaign to win the same proportion of higher education places for the colleges and polytechnics as for the universities was initiated by some local education officers. The local authority sector would be so small that it would threaten the survival of some former colleges of education which needed students for diversified courses. A resolution from the Metropolitan Association of Education Committee said the increase in numbers in both sectors should be broadly comparable.

In the event, in late November, the Government announced plans outlined in the 1972 White Paper *A Framework for Expansion* for the universities and the public sector institutions to share numbers equally by 1981. The CDP resolved to press to meet Mrs Williams, Secretary of State for Education and Science, to put its case for a bigger share of numbers in the 1980s.

The CDP felt this was a departure from the previous "even-handed" policy and saw Mrs Williams's failure to set a polytechnic target when she advanced the further education total as ominous.

These factors, together with her announcement that the universities were to receive a grant of £4.5m in the additional building programme, whereas local authorities were only to be allowed to provide a small increase in the resources allocated to polytechnics, led to increasing fears that the polytechnic's distinctive contribution within advanced further education could be eroded.

A total of 117,000 full time and sandwich course students had enrolled in the 1977-78 academic year in polytechnics; 16,000 were teacher training students, 5,000 were studying at non-advanced level and 96,000 were studying at advanced level. This compared to 113,000 on full time and sandwich courses in 1976 and 97,500 in 1975.

Of the overall 3.5 per cent growth in full time and sandwich course numbers there was a 7.5 per cent growth in science, technology and mathematics and a 6 per cent growth for all other subjects excluding teacher training. The growth in science, technology and mathematics is believed to be the greatest since the CDP began conducting surveys in 1973.

While enrolments to science, technology and mathematics rose to 43,000 from 40,000 and enrolments to all other subjects except teacher training rose by 3,300, teacher training fell from 18,000 to 15,700 as a result of the government's restricted-entry policies.

The Association of Polytechnic Teachers continued to gain strength during the year. In its November issue another battle in its struggle to gain national recognition when its 120-strong association in Northern Ireland Polytechnic was granted full negotiating rights.

Finally, in what may prove to be one of the most significant initiatives in recent years, the Government announced its intention of setting up a working party to study all aspects of a national credit transfer system.

This followed the Council for National Academic Awards and the Open University agreement to create a new credit transfer scheme allowing students to transfer to polytechnics and colleges of higher education and vice versa with recognition for work already completed.

Simon Midgley

BOOKS

Composing on to canvas

The Paintings of J. M. W. Turner by Martin Bullin and Evelyn Joll Yale University Press, £55.00 until 31st December, 1977, £80.00 thereafter ISBN 0 300 02130 5

Until recently British painting was unfashionable in academic circles. It was left for the connoisseurs and critics, who wrote books for other connoisseurs and critics, and consequently the "scholar" existed in something of a vacuum. Since around the late 1950s, however, important work has been done: one thinks of R. B. Beckett's monumental edition of Constable's Correspondence, or of Ronald Paulson's willingness to take Hogarth as seriously as he deserved, which led to one of the more readable and stimulating art historical books to emerge for some while, albeit one written by a professor of English literature. This, too, was published by Yale, and the Paul Mellon Centre for Studies in British Art appears to have encouraged a large quantity of the worthwhile recent work in the area. The Tate Gallery's joint publication of the volumes under review may well be an encouraging portent.

A catalogue of Turner's paintings can only be welcome. He was one of the most prolific of English artists, and it is a relief to find that the essential job of sorting his production has begun, although the daunting task of cataloguing work in media other than oil paint remains. The Paintings of J. M. W. Turner is in two volumes, one of text and one of plates. In a sense the latter is reminiscent of the 1975 bicentenary exhibition, a show perhaps remembered by many for the exceptional physical stamina called for in completing the course. Despite wearying its visitors, that exhibition showed conclusively how vital it was to see together a representative selection from Turner's entire output. Certainly one can do something of the sort at the Tate, but the keepers there would be the last to claim that their collections contained every important painting Turner made.

The volume of plates acts as a kind of surrogate exhibition of all his oil paintings. There are some 550 plates, about half of which are in colour, and just glancing through them shows the ways in which Turner's art developed, and how varied it was. However, it is a pity that the quality of these plates is not uniformly high. The monochrome ones are less clear than they might be, so that it is sometimes difficult to make out anything in the highlights of the late work, which might conversely mean that the artist, while varying his colours, was maintaining a deliberate monotony. Some of the colour plates are close to their originals, but there seems overall a tendency to "warmth", which makes the pictures appear too red, too orange, or too yellow (although perhaps no Turner could ever be too yellow).

The arrangement of the companion volume of text cannot be faulted. There is a short introduction which details certain of the problems involved in Turner studies in general and in the publication of this catalogue in particular, followed by bibliographies of both books and articles, and exhibition catalogues to which in various entries, reference has been made. Although the result is a comprehensive Turner bibliography it is not, nor is it intended to be, encyclopaedic. Among important omissions, for example, is David Ziff's article on "Turner on Poetry and Painting" in *Studies in Romanticism* (1964). There is then an account of Turner's chronology, which is succeeded by the entries. These are arranged to a common pattern, with details of location, provenance, places of exhibition, and the history of each work.

One thing evident here is the extent to which ideas will have to remain fluid. The catalogue not only brings to light unpublished

on of this most baffling of painters. The 1960s saw an attempt to rectify this. Jack Lindsay's *Turner* (1966) was at least an original approach to the biography and had the great virtue of letting the artist speak in his own words. Yet the author sometimes took a Freudian reading of paintings to a degree unconvincing to the sceptic, and the book suffered from a dearth of plates: indeed it tended not to indulge in much close analysis of the pictures. This was not so with Lawrence Gowing's *Turner: Imagination and Reality*, also of 1966, where the subject was Turner's painting as painting. Although at times it may have appeared to have been considering the works too much from a twentieth-century standpoint this was an important, if short text which did not shy from confronting the problems of the late Turner. These texts were followed in 1969 by John Gage's brilliant *Colour in Turner: Poetry and Truth*, a series of studies restricted to the one aspect of Turner's work, which was, in certain ways, a breakthrough. It gave a coherent notion of the subject, and formal analysis subsisting with an historical approach allowed it to be explored in some depth.

Furthermore, the author was unafraid in an age of objective art history to express his appreciation of an artist who demands to be appreciated on aesthetic grounds.

Since then there has been no major critical or biographical account of the artist. Publications have been either in the form of catalogues, or as essays preceding exhibition catalogues. Certainly they have been valuable, but they have also been short. Of the work yet to be published John Gage's edition of Turner's letters promises to hold the greatest interest.

So this catalogue should be the starting-point for new work on Turner. Merely browsing through it provokes speculation. For example, it seems that one consequence of Turner's oil-sketching of around 1806-7 on the Thames was a series of georgic paintings of its landscapes. *Walton Bridges* (cat. 63, 1807?) shows the midsummer scene of sheep-dipping naturally incorporated into the foreground; *Ploughing in the Fens* (cat. 89, exh. 1809) has the silhouette of Windsor Castle looming over its agricultural confusion.

In these cases it is, for various reasons, tempting to consider their iconography against Thomson's *Seasons* and to see those and similar paintings as showing a happy peasantry gladly giving their labour in a Britannia where peace and plenty reign. This is surely possible. Turner not only knew his Thomson but also precisely this time was paying tribute both to him and to Pope in canvases where it is instructive to note the development of one motif. The shepherds contemplating the ruins of *Pope's Villa at Twickenham* (cat. 72, exh. 1808) appear to recall Pope's well-known *Acadian Shepherd*, and there is a similar group in the large and extraordinarily beautiful *Thomson's Aeolian Harp* (cat. 88, exh. 1809). We learn from the entries in the catalogue that the elegiac and pastoral associations of *Pope's Villa* were not only intentional, but recognized by contemporaries to exist. So if Turner understood Poussin's iconography as stating that people died by *Arcadia* remained, perhaps he is attracted to the idea of a happy peasantry, put it out of the reach of most individuals and, in these times of lightened bells, perhaps even a few libraries. Presumably it is so dear because so paying for the colour plates. It is depressing to think that it may soon become economically impossible to produce art history books with illustrations, and that we are hearing the one authority when scholars will produce plateless texts, making instead reference to some central corpus of photographs. That this can be suggested at all is no criticism of art history; the application is that the academy's news can exist without direct reference to its source material.

Art must always resist in the final reckoning verbal definition, and we shall always have to resort to subject being studied is so bad, or so generally uninteresting that aesthetic emotion will impinge upon its serious and objective words, notions like beauty will be contradicted. With no one is this more evident than Turner. It is interesting to think that his close relation of *Walton Bridges* (cat. 63) is abstracted and unrecognizable. After this Turner seems to have abandoned them. Here, too, there may be reasons. Lindsay proposed an equation in his mind of "Carthage" with "England" and suggested (page 155) that *Storm, Hannibal and his Army crossing the Alps* (cat. 126, exh.

George Morland, painted c. 1785 by Thomas Rowlandson in pen and watercolour over pencil. From British Watercolours 1750-1850 by Andrew Wilton, published by Phaidon at £12.95.

1812) is about the failure of painting being inevitable. Does this mean the abandonment of an English georgic landscape, one which it is to do with the renewal of a Golden Age? It could explain why Turner in the later 1810s extolled the glories of his native scenes through pictorial association, by painting, for example, *Crossing the Brook, view about the Tamar*, as a *Classical*. With the paintings of the 1800s it appears at least worth while to approach them from the point of view of subject-matter. Yet Turner made this difficult to do with his *oeuvre*. It is justifiable to suppose that his later habit of pictorially composing on to the canvas in the vanishing days before his opening of the Royal Academy exhibition makes a mockery of any idea of subject matter to him. Or, as this was something he appears to have grown into, perhaps subject once had but been gradually ceased to have for any importance. In pondering such problems the catalogue is unconvincingly helpful, although one question it generates others.

We must observe through the plates Turner's compositional scheme, whether it meant anything to a matter for conjecture. Maybe it did: recent studies have shown that *The Fighting Temeraire* (cat. 377, exh. 1849) and *Rain, Steam, and Speed* (see J. Gage *Turner: Rain, Steam and Speed* 1972) have an accessible iconography. Is this going to be the case with other contemporary works?

It would be fair to see the latter as an experiment in abstraction, where paint on canvas is noticeable first and foremost, and this is deliberate, as applied pigment. To understand the linkage (if any) between technique and subject, someone is going to have to study closely, as Evelyn Joll advances in her introduction to the catalogue, Turner's technique. This could improve our understanding of late, abstracted works (for instance, cat. 377, exh. 1849) and *Walton Bridges* (cat. 63, 1807?) where this is all we have. Even here it derives from the presumed recognition of one figurative element in relation to which other can be defined.

If this is debated we are left with abstract arrangement of pigment on canvas: yet even in unambiguously representational works Turner creates problems. In the sedate and beautiful *Temeraire* a flat paint surface is enhanced by the impasted rays of a dying sun, often of a kind quite different from those made by Geoffrey Elton himself. This discrepancy of judgments is confessed, and is the main preoccupation of the book. Turning to a page at random I find the following statement about *St. Martin*: "... thus Geoffrey Elton is severely rebuked for hoping that his detested wife will be found dead—and yet death is not necessarily an evil and might be the best thing for Molly and for Durley." Or of the ending of *The Mill on the Floss*: "... it

seems better that two people should be happy rather than that four should be miserable". I find the first sentiment appalling and the second altogether unexceptionable. My opinions are unimportant. What matters is the fact that those are Mr. Liddell's opinions and not George Elton's. They are not a part of an "aesthetic" approach to George Elton's fiction.

This book is "unintentionally" written, in a vein of misplaced irreverence. It is obviously written by George Elton and finds her wise but unlovable, and then only wise in patches. There is a welcome freedom from "mainly aesthetic". In fact, much of it is not aesthetic at all. It is concerned with making moral judgments on George Elton's characters, often of a kind quite different from those made by Geoffrey Elton herself. This discrepancy of judgments is confessed, and is the main preoccupation of the book. Turning to a page at random I find the following statement about *St. Martin*: "... thus Geoffrey Elton is severely rebuked for hoping that his detested wife will be found dead—and yet death is not necessarily an evil and might be the best thing for Molly and for Durley." Or of the ending of *The Mill on the Floss*: "... it

G. K. Chesterton: The Critical Judgments (1900-37) edited by D. J. Conton Antwerp Studies in English Literature, £3.00 ISBN 84 399 5927 3

This bland and bloated academic volume surprised me less by its contents than by the fact of its appearing at all. It is simply a generous selection of contemporary reviews of G. K. Chesterton's books written when they first came out, and it is closely modelled on the Critical Heritage series. Editorial presence is confined to identifying identifiable contributors and newspapers. Of course there is no "heritage" of criticism on Chesterton, and on the face of it he is a rather odd target for institutionalisation in the form of a book like this. For while he has ceased to be a "popular" writer he has not been promoted into a "classic" one.

Nevertheless the 550 pages of reviews selected here—only "the tip of the iceberg" warns the editor—confirm how popular he was. Remembered now as the creator of *Father Brown* and *The Man Who Was Thursday*, the immensely prolific and versatile journalist, commemorated in these pages has been largely forgotten—an Edwardian museum-piece, a bygone expert in dogmatic whimsy. The books reviewed here include poetry books, essays, novels, biographies, plays, works of Christian polemic and literary and art criticism, as well as detective stories and an autobiography.

The Novels of George Eliot by Robert Liddell Duckworth, £7.95 ISBN 0 7156 0991 0

Thomas Hardy: Art and Thought by F. B. Pinion Macmillan, £2.95 ISBN 0 333 19730 5

Richard Simpson as Critic edited by David Carroll Routledge & Kegan Paul, £9.50 ISBN 0 7100 8514 1

Richard Simpson, who sometimes signed himself Scholasticus, is first and foremost an intellectual, a perceptive reader and an acute logician on the lookout for excess or absurdity. He will earn a wider reputation than he had in his own lifetime when he shows remarkable accuracy in the small circulation and short life of the periodicals to which he contributed prevented enhancement of the respect he earned then and later for his contribution to the understanding of Shakespeare's history plays.

Dr Carroll has availed himself of the Wellerley Index to assemble a selection of his work, written an excellent Introduction, and pain-

fully. He became an immediate success on the publication at the turn of the century of his first books, *The White Knight* and *The Defendant*, and continued to exert his good-humoured authority over the British middle-class reading-public until his death in 1936.

The reviews of the first books show how immediately representative he became—the intellectual showman and master of eccentric paradox seemed central to his readers, if only as a defender of their nicest prejudices (where Kipling drew on their instincts). On his death T. S. Eliot wrote a painful obituary—initially in *The Tablet*—in which he claimed that Chesterton's real importance lay in representing for the best part of a generation "the ideas for his time that were fundamentally Christian and Catholic." But he was not representative in that way. He represented causes rather than ideas and an escape route to certain beleaguered values—like romance, belief, spirit, humour, old certitudes and warm prejudices shaken by the secular reformers and utilitarians. His joviality, his appetite, his amiable grotesquery of person, his gentlemanly eccentricity, were more important than the ideas for only because in the person of GKC they were a triumphant vindication of them.

And that is what stands out most clearly amid this pot-pourri of reviews of him. They are reviews of Chesterton—and not really of his books. The books reviewed here include poetry books, essays, novels, biographies, plays, works of Christian polemic and literary and art criticism, as well as detective stories and an autobiography.

Mr. Liddell confesses that his chapter on *Middlemarch* contained only "gleanings" gathered after the reaping of other, more energetic critics. The whole of F. B. Pinion's book on Hardy is a sort of gleanings, and it must be said, not a little blundering about in the stubble. Interesting things are said, about Hardy's "aesthetic" approach to George Eliot's fiction.

But the interest is entirely in the discovery, not in its critical application. And the interest inherent in the discovery tends to evaporate when the discovery occurs not once but two, three, or four times in the course of 15 chapters of discontinuous and repetitive source hunting.

The level of critical discrimination is represented by the following passage on Mother Cusson's sermons at the three Mariners: "Such sermons have the universality or timelessness which recalls Shakespeare's *Shallow*. But the greatest speech of Mother Cusson relates to Mrs Henchard's

stokingly identified his numerous quotations. He provides no comprehensive list of Simpson's publications, but makes frequent mention of others which it must have been painful to exclude, especially a second one on Newman. He has managed to print most of the essays entire.

His essays on George Eliot, Victor

BOOKS

Walking on the spot

The same might be said of Shaw whose name is monotonously coupled with Chesterton's in these reviews. They were virtuosi in the art of voicing opinions—the opera singers of opinion—addressing themselves to a public hungry for sterling opinions and the tone of absolute certainty with which even outrageous ideas could be voiced. So they are reviewed as performers—whose public manners are a triumph of private mannerism. For these reviewers Chesterton's greatest achievement was the creation of GKC—which was, as Shaw said about CBS, about as real as a "pantomime ostrich". There is a particularly funny essay which promotes the idea that GKC was in fact Shaw's alter ego—when Shaw spoke up for everything GKC abhorred—and that the two were really the same person.

Consequently, from book to book, year to year, and reviewer to reviewer, the tone and tactics of the reviews hardly change. There is a nagging sense of walking on the spot. This may be because Chesterton too spent an inordinate amount of time walking on the spot. He certainly never "developed". As early as his first book on essays, *The Defendant*—one finds his mannerisms and intellectual postures fully fledged. One finds the brisk trade in paradox, the defence of the indefensible, the relentless good humour, the logical conjuring tricks, the vindication of the banal, and that agile gait of appalling optimism. They stay faithful unto death. So the monotony of the reviews—whether favourable or unfavourable—does not matter—reflects something

Hugh Houghton

Wise, but only in patches

Mr. Liddell confesses that his chapter on *Middlemarch* contained only "gleanings" gathered after the reaping of other, more energetic critics. The whole of F. B. Pinion's book on Hardy is a sort of gleanings, and it must be said, not a little blundering about in the stubble. Interesting things are said, about Hardy's "aesthetic" approach to George Eliot's fiction.

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The critic scholasticus

Hugo, Longfellow, Thackeray, Tennyson and the Brownings are particularly fascinating for their combination of topicality and an enviable perspective, something we presume to think can only come with time. His intellectual disdain for dubious notions results in judgments of memorable pungency and humour. Thackeray's sense of humour, and his ability to see the absurd in the visible universe, consistently proceeds to fancy against it. "Mr Browning's fancy is rather ghastly than unctuously coarse." Nearly every essay has some ally at what Simpson shows by almost wholesale sets of discriminations between reason and passion, justice and love to be aberrations from sense and morality.

Reason and justice, clear observation, and avoidance of pretension, are the qualities he admires. Carroll supplies in his introduction all that is needed to understand Simpson's position as a liberal

implicit in GKC's own versatility. It also reflects the triumph of his own manner—to the detriment of the reviewers obviously felt they had to sound like Chesterton—or had caught his infection. Even Shaw reviewing Chesterton's book on Shaw sounds like Chesterton. Even Belfort Lux, the author of an attack on Chesterton called "A Spiritual Spout", gets hypnotized by the style and personality of his victim. To avoid seeming overly solemn even his opponents felt obliged to take up his own weapons so that this collection presents a parade of Chestertonian mannerisms and paradoxes about his paradoxes. Which makes it extremely dispiriting.

In fact it is misnamed—and possibly misconceived. Apart from Shaw's and Pollard's admirable hatched-jug on his history of England—there are few attempts at sustained judgment here. It is a heap of subject reviews of essays, tributes little to a proper reevaluation of Chesterton's considerable achievement. This book highlights the nature of his authoritative popularity well enough but it will be his remaining of the water in his insights into popular needs, forms and beliefs, into the literature of cities, fairy tales, modern romance, that I think he will be best remembered.

Hugh Houghton

Folk lore

Popular Literature: A History and Guide by Victor E. Neuburg Penguin, £1.25 ISBN 0 14 02 1837 8

This short book is a valuable guide over a large and developing subject, if a still neglected one. It surveys the scene from the beginning of printing to the end of the nineteenth century and, for a manageable one, includes original specimens of popular literature: so, it is also the beginning, anyhow, of an anthology for its own subject. This is particularly sensible and useful at a time when books about popular literature are proliferating, while the literature they are about is still in large part inaccessible.

The critic scholasticus

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Popular ballads, the jest-books, pamphlets, chapbooks and the popular or mass fiction of the nineteenth century appear prominently, and there is also a valuable discussion of the big chunky series of educational books and English or translated classics which played an important though unstudied part in the mass reading public of the later nineteenth century, and in some ways supplied it better than any were supplied today. Besides this, there is a useful if somewhat unsympathetic appendix on religious tracts.

Inevitably, such discussions are cursory, but they do much to show the changing contours of a popular literature scene over the course of time, and to plot out the structures, seen increasingly to be complex ones, that have governed writing either from the people or the one hand, or for them—something different from the other. The numerous illustrations, well-produced and varied (and some of them truly delightful) help here.

Finally, there is a very substantial annotated booklist, which will be invaluable for scholars and also for students, who must turn to turning towards this section of their holdings, and facing the difficult task of building up the primary material for work in these fields.

The critic scholasticus

If this genuine literary importance is overlooked the greatest of them is surely because good literature is always precious and always rare, but also because grasping the intrinsic worth of the popular literature of the past can do much for the interests, and indeed for the fundamental criteria, of today's critics as well as the practice of today's writers, especially perhaps today's poets. Here is where our most obvious defence lies against being overly academic, sophisticated, middle class and journalistic. Let us hope that the predictable takeover in this field by politically minded social historians will not obscure these books. That being said, Neuburg's book remains a most useful and, in part, a pioneering contribution.

John Killham John Holloway

BOOKS

Extra-mural activities

Revolutionary Law and Order: Politics and social change in the USSR by Peter H. Juviler... Free Press, £9.50

That Russians are as sinful as other human beings seems to me to be beyond any reasonable doubt.

The story of Soviet criminality, and the official response to it, is the subject of Dr Juviler's book Revolutionary Law and Order.

Much of the historical material in this book is already known to Western scholars, but it is good to have so many strands brought together in one volume.

The Brezhnev period has on the whole been more gloomy. Doves against public disorder, labour indiscipline, pilfering, backed by an increase in the law enforcement bureaucracy have been the most notable features.

Soviet playing fields, unlike the labour camps, enjoy a full share of official publicity; indeed, the feats of Soviet sportsmen are an integral

part of the national propaganda effort. The same might be said, with a few reservations, of Sport in Soviet Society by Dr Riordan.

He begins by showing that organized sport was well developed before the revolution; Russia was a founding member of the modern Olympic movement, and participated in the fourth Olympic Games in 1908.

Riordan devotes much of his book to the contemporary problems and success of the movement and its role in foreign policy.

And this brings us to what must irritate readers who do not profess a pro-Soviet, Marxist-Leninist creed. Two examples will show what I mean.

Mervyn Matthews

American diplomacy

From Nationalism to Internationalism: US Foreign Policy to 1914 by Akira Iriye... Routledge & Kegan Paul, £6.50

Professor Akira Iriye's book differs slightly from most of its predecessors in the series, Foreign Policies of the Great Powers.

Only in the first chapter of the book does Iriye deal with the period before the Civil War.

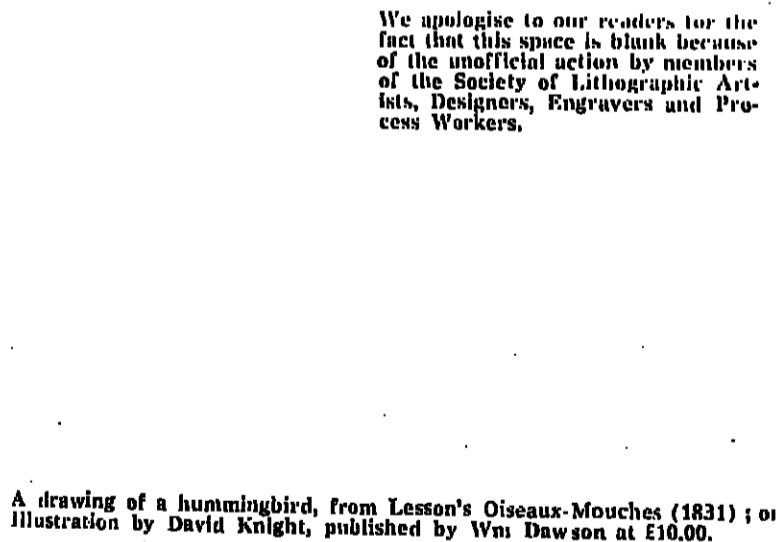
By the early twentieth century, however, Iriye sees the United States as a fully-fledged member of the community of imperialists.

John Thompson

serve as a salutary confirmation of what Professor Iriye calls 'the complexity of these various factors as determinants of foreign policy'.

None the less, despite a few factual errors (McKinley was not a senator nor Beveridge an abolitionist) this is a stimulating book with useful and unusual selection of documents.

We apologise to our readers for the fact that this space is blank because of the unofficial action by members of the Society of Lithographic Artists, Designers, Engravers and Process Workers.



A drawing of a hummingbird, from Lesson's Oiseaux-Mouches (1831); one of many illustrations in Zoological Illustration by David Knight, published by Wm Dawson at £10.00.

At random

Computational Probability and Simulation by S. Yakovlev... Addison-Wesley, £18.00 and £10.00

The Complexity of Computational Problem-solving edited by R. Andersen and R. Brent... Prentice-Hall, £4.70

Since science finds itself unable to confine its attention to deterministic phenomena, the question naturally arises, given the immense and growing usefulness of the digital computer, how to apply computation to random processes.

More generally, any such program will, since there is only a finite number of answers at any stage, there is eventually repetition, and after that the same numbers will repeat.

According to Yakovlev, the second part of that book, which is important, but because of its statistical theory is not equipped to test hypotheses containing non-random processes.

Anyone attempting to write a textbook on integral equations aimed at the undergraduate market is inevitably faced with a difficult problem of prerequisites.

It is very instructive to see the graphical displays of the simulated processes, and later sections deal with Monte Carlo integration.

The second book is the edited proceedings of a seminar at the Australian National University in 1974, where complexity was taken in a broader sense than the computing time used for a given program.

The book makes out a good case for grouping such considerations as a new subject and as well as more expected papers on programming and information retrieval.

C. W. Kilmister

Ring systems

Heteroaromatic Nitrogen Compounds: the Azoles by K. Schöfield, M. R. Grimmett and B. R. T. Keene... Cambridge University Press, £19.50

Readers who are familiar with Professor Schofield's series (1967) book on pyrazoles and pyridines will know exactly what to expect from this one—an authoritative, scholarly and detailed work of reference in which the literature is covered critically and very thoroughly.

Although it is written just about as well as a book of this kind can be, as we would expect from the senior author, it is still primarily a book for the specialist, or for reference, rather than for the student or general reader.

It is an important book. Heterocyclic chemistry is a major part of organic chemistry, and in terms of its extent, its theoretical, practical and biological importance, and research activity, and nitrogen is the most important of all heteroatoms.

C. W. Rees

Hilbert spaces

Integral Equations by B. L. Mohrweilch... Longman, £3.95

Anyone attempting to write a textbook on integral equations aimed at the undergraduate market is inevitably faced with a difficult problem of prerequisites.

There are a reasonable number of problems at the end of each chapter but it is a pity that there is not more indulgence in the text of the way in which integral equations might be applied to specific physical problems.

C. J. Isham

Catalogue and classify

The Analysis of Contingency Tables by B. S. Everitt... Chapman & Hall, £3.75

A population (any well-defined class of objects) may usually be classified qualitatively in many different ways. Students may be classified according to faculty, or sex, or nationality; birds according to habitat, or kind of food eaten, and so on.

M. J. Laird

Calculus

The Absolute Differential Calculus by T. Levi-Civita... Dover, £4.25

This is a photographic reprint of the 1926 English translation (by Marjorie Long) published by Blackie. The tensor calculus, as formulated in it, is essentially the work of Ricci, who elaborated it between 1897 and 1906.

The present volume covers the monocyclic five membered rings containing up to four nitrogens (pyrazoles, imidazoles, 1,2,4- and 1,2,4-triazoles and tetrazoles) and it effectively provides an extended application of the principles discussed in the first volume in a remarkably satisfactory way.

The book provides an authoritative and definitive account of the chemistry of simple azoles as it is possible in the commodity size paperback format. There are about 250 pages of text, 100 pages of tables (listing compounds, melting points, boiling points and reference numbers) and 70 pages of references covering the literature up to September 1974.

C. W. Rees

Specialist

Physical Chemistry by V. Friess, U. Blaus and H. F. Hamaker... Collier Macmillan, £7.75

It is inevitable that a book such as this should be compared with texts at present being used and for which it might be a replacement. It might be unrealistic to bring Glasstone's book into the discussion although it has done good service and no doubt still has its devotees.

It is unavoidable that large and important sections of the book should depend heavily upon mathematics. The treatment of some fundamental topics, such as order of reaction and its significance, might be regarded as disappointing.

The style of writing and the general appearance of the book cannot reasonably be faulted but no chemist should be misled to simple substances as basic even in headings to tables of thermodynamic functions.

The present book has obvious merit but it might not be suitable for many of the students who are required to take courses in physical chemistry in order to obtain a working knowledge and application of the subject for application in other fields.

John Bevington

This week's Reviewers

John Bevington, professor of chemistry at the University of Lancaster, is author of Radical Polymerisation; Hugh Houghton lectures in English at the University of York; John Holloway is a fellow of Queens' College Cambridge and professor of modern English; C. W. Kilmister is professor of mathematics at Kings College London; C. W. Rees is professor of organic chemistry at the University of Liverpool; Michael Rosenthal is lecturer in art at the University of Warwick.

TRADE UNIONS

Just published

The Kopt Men? The First Century of Trade Union Representation in the British House of Commons, 1874-1875

W.D. Muller £10.95 HARVESTER PRESS

C. W. K.

The road no longer leads to Moscow

Eurocommunism and the State by Santiago Carrillo... Lawrence & Wishart, £5.95 and £2.75

This is a book which is ostensibly dealing with one of the main problems of Marxist theory—the critique of the modern, parliamentary bourgeois state. However, although it is subtitled as a work of profound political theory, the importance of the enterprise is in fact political. Carrillo says nothing which is actually new and certainly nothing which non-Marxists have not said before—and more eloquently—even if he does collate scattered scraps of theorizing and

put them together as a whole for the first time. For the non-communist readers therefore this is not a book from which they can hope to learn anything. The voters and leaders of Western democratic socialist parties do not need instruction in democracy from ex-Stalinists, however enterprisingly they may try but it is however pleasant to see the secretary-general of one of the West's major communist parties making declarations about 'bourgeois liberties'. However, this last point is the real import of the work which stakes out democratic ground—the bourgeois liberties—on which the Spanish Communist Party intends to take its stand. Ultimately Carrillo's chief d'oeuvre

falls back on the orthodox communist theory of state monopoly capitalism (SMC), a doctrine for the most part unnoticed by bourgeois commentators but which is called 'Eurocommunism'. To all intents and purposes this is a statement of social democracy and revisionism, albeit trussed up in Marxist vocabulary. It is revolutionary, as Carrillo insists, but only in the sense that new kinds of vacuum cleaners are revolutionary and it is communism committed to gradualism in a democracy of the parliamentary bourgeois type.

But here is Carrillo criticizing the Soviet Union and making it abundantly obvious (for all those who want to listen) that he is not going towards a Soviet style state. How, then, can Carrillo do this? How, collapse in a catastrophic, apocalyptic disaster, that the working class alone cannot bring about socialism, that under SMC living standards will rise, that dictatorship is not necessary and, very significantly, does not end up at Moscow. Carrillo is, of course, just catching up with developments that orthodox Communists have refused to recognize for many years but the last point is especially significant. It has been conceded before now that there may be many roads to socialism but it was always clear that they all eventually and inevitably led to Moscow or an Eastern European type of socialism.

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David Scott Bell

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University of Oxford Hertford College Bursar

University of Oxford Hertford College Fellowship in Law The College proposes to elect an Official Fellow and Tutor in Law from 1st October, 1978.

Oxford Jesus College The College invites applications from men and women for the post of Official Fellow and Tutor in Law from 1st October, 1978.

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More practical training planned for barristers

by Judith Judd

A rule to prevent students from repeating in their vocational course subjects which they have already taken in their degrees has been proposed by the Council of Legal Education.

The rule, which will come into effect in September, 1979, forms part of the latest proposals for the development and reform of the vocational course for bar students at the Inns of Court School of Law.

The council says that it is aware that this may affect the pattern of choice of optional papers in degree studies, but it believes that universities and polytechnics will share the object of ensuring that practising barristers have received as broad an education for their tasks as possible.

The council is introducing the rule to help free degree studies from pressures that may arise from students choosing subjects to reduce their work at the vocational stage of training.

It is an attempt to answer academic critics who have argued that the hold of the profession over the subjects to be studied results in a training which is too narrow.

A possible problem in identifying "repetition" is foreseen by the council, which says that difficult

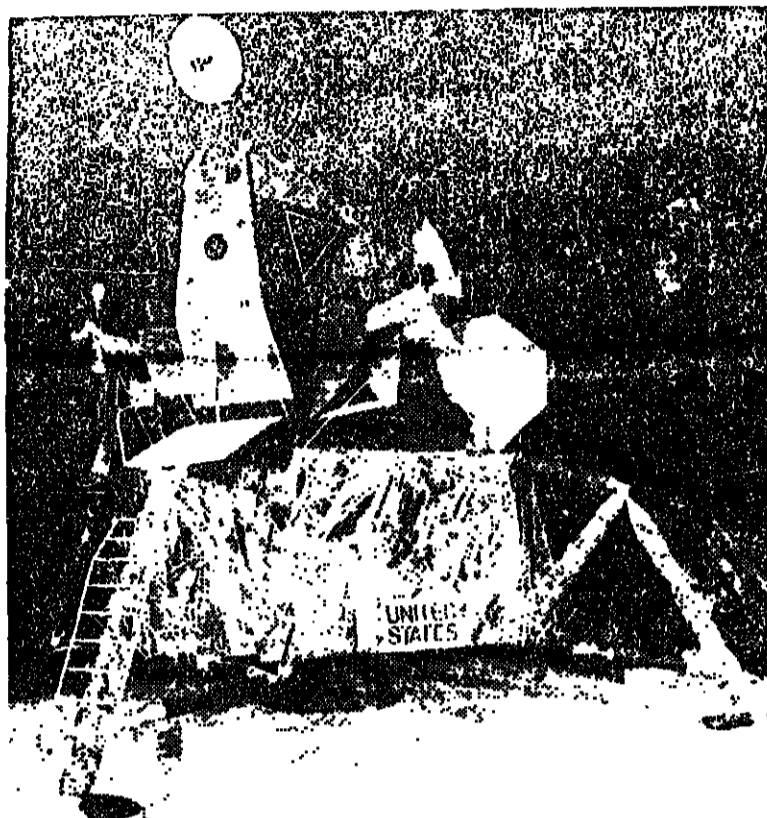
cases will have to be worked out between itself, the universities and the polytechnics. "It is hoped that they can be worked out cooperatively with the aim of ensuring a broad legal and intellectual education rather than with any restricted spirit of granting exemptions."

One exception to the proposed rule will be the law of evidence. Evidence will be taught at the vocational stage with a view to the needs of the practitioner.

The new vocational stage will lay greater emphasis on practical training. The course will be extended by six weeks, and will begin in September and end in early July. The extra time will be devoted to practical training.

A senior post has been created in the School of Legal Education to help the development of practical exercises and the use of films. On EEC law, the council says it still intends to convert the present half-paper into a full paper, but does not feel that this should be in October next year.

The list of optional papers in the new course will be kept under review, since the council wants to ensure that subjects chosen by a student will be satisfactory to the Law Society if the student wants to transfer to the solicitors' branch.



A full-sized model of the lunar lander used by astronauts Neil Armstrong and Edwin Aldrin when they made the first manned landing on the moon in 1969 is on display at the Science Museum, London, as part of the new major exhibition on exploration.

Honorary Open degree for Sir Charles

by Maggie Richards

A scientist, a conductor and are among those who will be receiving honorary degrees from Open University during 1979.

Also among those who accepted nomination for Open University honorary degrees are former BBC director general, Charles Curran; Ms Una O'Connell, founder of Dillon's, the Bookshop; and Mr Devereux, director of the Literacy Resource Agency.

The honorary graduates receive their degrees at ceremonies in the field in various parts of the country during the summer. Honorary degrees are awarded by Open University for service to university, or to the community at large.

The award of honorary degrees of the university goes to Prof R. V. Jones, of Aberleeth, United Kingdom, who as a young scientist at the beams being used for military purposes by Germany during the Second World War.

The title is also awarded to Charles Curran, resident conductor of the Royal Liverpool Philharmonic Orchestra and associate director of the Royal Philharmonic. Mr Jack Ashley, the Labour MP who has campaigned vigorously on social issues for many years, receives an honorary MA degree.

The full list of recipients of honorary degrees is as follows: Honorary doctorates: Sir Charles Curran, director general of the BBC from 1974 to 1977; Sir Charles Jones, CBE, conductor of the Royal Liverpool Philharmonic Orchestra; Prof R. V. Jones, professor of nuclear physics at Aberdeen University; and Prof. J. Devereux, director of the Literacy Resource Agency.

Honorary MA: Mr Jack Ashley, MP for Stoke-on-Trent S; Mr Ian Wright, founder of Dillon's Bookshop and chairman of the Workers' Association committee; Albert L. Lloyd, folk music supervisor in ethno-musicology at the music department of King's College London University; Mr Thomas J. Johnson, curator of Department of Earth Sciences at Leeds University responsible for major role in planning of OU geology summer school; and Jack Singleton, broadcaster and producer of the OU news and current affairs programme Open Forum.

Honorary BSc: Mr William Devereux, director of the Literacy Resource Agency; Mr Fred L. Harris, adult education officer and writer; Mr Alan Clampton, founder member of the Association for Recurrent Education; Mr Robert Hugh Lloyd, editor of the first television programme, Home Front, Brown, former principal of Gonville College, Cambridge; Mrs Jeanie Smith, member of OU Council.

Honorary BA: Mr Jack Ashley, MP for Stoke-on-Trent S; Mr Ian Wright, founder of Dillon's Bookshop and chairman of the Workers' Association committee; Albert L. Lloyd, folk music supervisor in ethno-musicology at the music department of King's College London University; Mr Thomas J. Johnson, curator of Department of Earth Sciences at Leeds University responsible for major role in planning of OU geology summer school; and Jack Singleton, broadcaster and producer of the OU news and current affairs programme Open Forum.

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Keswick Hall and UEA see benefits in merger plan

A merger between Keswick Hall College of Education at Norwich and the University of East Anglia came one step nearer earlier this month.

Academic proposals for incorporation have been agreed in general by the Senate of the university and the governors of the college. Now joint discussions will proceed on staffing, the site, and the college's relationship with the Church of England.

Merger discussions began earlier this year after Mrs Shirley Williams, Secretary of State for Education and Science, suggested that the possibility of incorporation should be investigated.

The move reflects her policy that where possible teacher education should be integrated into higher education. The DES has asked the college to reduce its teacher training places from the present 700 to approximately 450 by 1981.

The university council has decided that the merger should take the form of the creation of a School of Education, initially situated at the Keswick Hall site. The proposed merger date for this move is October, 1979.

Mr William Edwington, the college principal, said this week that no final decision on the feasibility of a merger was likely to be taken until September or October. The

most difficult area of discussions was likely to be staffing.

A progress report on the negotiations, issued by a joint committee of university and college representatives set up to investigate the possibility of incorporation, sets out the advantages of merger.

"The university would profit from the addition of a vocational subject, from the opportunity to offer some courses in education and other areas to its existing students, and from the close links which the college has developed within the region", it says.

"Members of the college would benefit from becoming part of a wider academic community with greater resources available to both staff and students."

Keswick Hall, which was founded in 1839, is one of the oldest Church of England colleges. It has 622 full-time BEd, postgraduate certificate of education, advanced diploma, and certificate students.

There have been unofficial links between the university and the college for some time. These were formalized in September, 1974 when the first students enrolled in the college for a BEd course validated by the university.

Since then the university has validated a new three-four year BEd degree, and is in the process of considering regulations for an in-service BEd degree.

Warning over lack of any official refugee policy

by Sue Reid

The World University Service is pressing the Government to introduce a coherent policy on refugees, the agency's annual report says today.

The report, for the past academic year, says that WUS has become increasingly involved in the work of formulating a national policy towards refugees, particularly in the area of higher education.

But it warns: "Work on previous refugee programmes has led us to conclude that the lack of coherent Government strategy for the reception and resettlement of small, or large, refugee groups has resulted in a wastage of time and expertise, both crucial in times of emergency."

Mr Ian Wright, chairman of WUS (UK), says in the report: "We have a wealth of evidence of the scale and emergency of the problem. We also have a wealth of experience, gained over the years from work with academic refugees of many nationalities, which we are eager to put at the service of a coordinated and coherent national refugee policy."

The service had been able to help hundreds of students and academics fleeing from the repression which the Chilean military had enforced on universities. The success of this Chile Scholarships Campaign had revealed the inevitable weakness of a "one off" ad hoc approach to the problem of refugees, he adds.

WUS (UK) was able to offer

financial assistance to almost 1,000 students in the past academic year, the highest year in its history, he says.

This growth was reflected by more development education initiatives on campus, and a new schoolship scheme "involving thousands of British students in raising funds to help their underprivileged or persecuted colleagues in the developing countries". Sixty-eight universities and colleges have actively supported WUS (UK) compared with 26 two years ago.

Students had been assisted abroad, including Zaire, Zanzibar, and Palestine, and in this country where help was offered to students from many countries, including Uganda and Indo-China.

The WUS report maintains that at least 100 Chilean refugees will finish courses in Britain each year from now on. It sets out details of a new reorientation programme designed to help Chilean students qualifying in Britain to find employment in other parts of the Third World, particularly Africa.

But the report concludes with an appeal for a doubling of university and polytechnic campus committees and a quadrupling of the active student membership of WUS. "We urgently need more local workers, especially from the non-university sector of higher education and we urgently need the cooperation of established student organizations—above all, the National Union of Students—to promote this."

TUC names priority areas

Eight priority areas are pinpointed in a new report from the Trades Union Congress calling for a fundamental shift in adult education policy.

In a statement last week the TUC said it believed the time had come to develop a coordinated policy for continuing education.

It urges concentration on the educational needs of the young worker; a coherent system of vocational training for adults throughout their working lives; adequate opportunity for illiterate and innumerate adults to learn basic skills; and the development of "adult concern" courses to enable people to play a more active role in society.

There is a plea for specific measures to counter discrimination against women in education, along

with policies aimed at removing the social and educational disadvantages of ethnic minority groups and priority for trade union education.

The report calls for a re-examination of the present selection processes at universities and colleges. These institutions must be prepared to provide more opportunities for mature entrants and for students without traditional entry qualifications, it says.

"The TUC is aware that these developments will have major implications in terms of resources both for facilities and for paid leave and grants. Behind this call is a belief that education should be aimed at enriching the personal lives of individuals and enabling them to play a more positive role in society."

UK 'lost as technical nation' if postgraduate work ends

A plan for the retention of postgraduate work in the universities was made by Professor John Horlock, the vice-chancellor of the University of Salford, earlier this month.

Referring to the effect on postgraduate activity of the Government's decision to increase student fees he said that Salford's postgraduate student numbers had already fallen sharply, in particular the self-supporting students.

"If we kill off research in the university sector, the whole of advanced technology will be affected throughout the world", he warned.

"Advanced technological research is based on a mesh of research workers distributed throughout the world, interacting with each other. If we pull out from this kind of activity, we shall be lost as a technological nation."

Professor Horlock argued that basic research activities in engineering and the sciences in universities were "absolutely vital to the future prosperity of this country".

He said that politicians and British industrialists placed little value on postgraduate work and qualifications. This was in marked contrast to the attitude in the United States, he added.

NEXT WEEK

The failure of literacy provision in Manchester.

TEC courses in art and design examined.

H. A. Turner on "The Inequality of Pay" by Sir Henry Phelps Brown.

Graduating to the factory. Should the Scottish colleges be relieved?

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